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REPORT

OF

THE COMMITTEE

FOR

THE REVISION OF ENGLISH, TELUGU, AND TAMIL SCHOOL BOOKS

IN THE

MADRAS PRESIDENCY.

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S. Vimala
செப்பனிடுபவர் பெயர்
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Er wünscht der Jugend die Umwege zu ersparen, auf denen er sich selbst verirrte.—*Goethe.*

He wishes to spare the young those circuitous paths, on which he himself lost his way.

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ERRATA.

Page 6, Para. 11, for "Proportions" of Matriculation subjects, read "Portions," &c.
Appendix A., 1st Colum, Page xxxv., for "Hughes' India," read "Hughes' General."

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From

THE COMMITTEE FOR THE REVISION OF ENGLISH, TELUGU, AND TAMIL SCHOOL BOOKS,

To

THE HONORABLE D. F. CARMICHAEL,
Acting Chief Secretary to Government,
Fort Saint George.

SIR,

Introduction.

WE have the honor, with reference to the Resolution of the Government of India, No. 143, of the 29th March 1873, and the Government Order, No. 205, of the 27th June, to submit the following report on the English, Telugu, and Tamil text books used in the Government Schools of this Presidency :—

I.—PRELIMINARY REMARKS.

First Meeting of General Committee and appointment of Sub-Committees.

2. The Order of Government reached us on the 3rd July. As Dr. Murdoch was just leaving the Presidency on a long tour, the first meeting of the Committee was held, to suit his convenience, on the 5th July, and immediate arrangements were made for commencing work by appointing the following Sub-Committees :—

English.	*Telugu.*	*Tamil.*
Colonel Macdonald.	Colonel Macdonald.	Hon. V. Ramiengar, C.S.I.
Hon. V. Ramiengar, C.S.I.	Mr. V. Kristnamacharlu.	Rev. P. Percival.
Hon. H. S. Cunningham, M.A.	Mr. D. Sashiengar.	Mr. V. Kristnamacharlu.
E. Thompson, Esq., M.A.	Mr. Y. Venkataramiah.	Mr. D. Sashiengar.
J. M. Fowler, Esq.		Mr. S. Nevins Pillay, B.A., B.L.
J. Turdoch, Esq., LL.D.		
Mr. V. Kristnamacharlu.		

Scope of the Committee's enquiry.

3. The first question which arose was as to whether it was intended that we should examine and report on all class books used in aided schools, as well as on those used in Government Schools. The Resolution of the Government of India speaks of "a general revision of the books used in all the courses of public teaching," and orders the Committees "to report upon the class books that are now prescribed in all those schools which receive any formal support from the State, in order to discover defects either

in form or substance, and to adapt more carefully the course of authorized reading to the general educational policy." In this Presidency, however, no books are prescribed by Government for aided schools, nor is there any authorized course of reading in these schools, if what is meant is authorized by the State. The confidential communication also speaks of "General Committees for revising the text books now used in Government Schools." As the Committee were divided in opinion, a reference was made to Government, who directed us to restrict our examination, in the first instance, to books used in Government Schools, with the understanding that this was not to preclude us from the examination of other books, if we found the existing ones unsuitable.

Previous Reports on School Books.

4. We thought it probable that reports criticising some of the books now in use might be on record in the Office of the Director of Public Instruction, but Mr. Powell has not been able to furnish us with any such reports.

Circular forwarded to officers of the Educational Department.

5. We drew up a circular containing a few questions, and requested the Director of Public Instruction to send it to all officers in his department who might be able, from their past experience, to furnish us with criticisms on the books now in use, and remarks on the working of the scheme of study pursued. We are indebted to Mr. Barrow, Head Master of the Provincial School of Calicut, for much detailed and valuable criticism, and to Mr. Bowers and Mr. Garthwaite, Inspectors of Schools, for some general remarks and suggestions of a highly useful and practical character. We have also to thank Mr. Kershaw and Mr. Fortey, Inspectors of Schools, for somewhat briefer communications. We have been somewhat disappointed at receiving only five replies to our circular, having hoped that we should receive many important suggestions from the Head Masters of Provincial, Zillah, and Normal Schools, and from the Deputy Inspectors. Some of these gentlemen seem to have sent in reports, but these have not been forwarded to us.

Mode of examining books.

6. The method to be adopted in the examination of the books referred to us for report formed the subject of some discussion at our first meeting. In all Committees there is some danger of the work being monopolized by two or three members, and of the majority passively acquiescing in conclusions which they have not worked out for themselves. We resolved, therefore, that each book should be examined by every member individually before it was discussed in Sub-Committee, and that the remarks of each member should, if possible, be recorded and circulated. Frequent meetings of the Sub-Committees at regular intervals would have been desirable, but Dr. Murdoch's duties were likely to frequently take him

away from Madras, Mr. Cunningham was going away on three months' leave to England, and two other members held itinerating appointments. We, therefore, decided on holding meetings at intervals of about five weeks, and on marking out for ourselves as much work as could be satisfactorily got through during the intervening periods.

Books received from the President of the Madras School Book Society.

7. To accomplish the duty assigned to us thoroughly, it would have been desirable that we should have had access to a complete collection of all the newest and best text books in every subject. Unfortunately no such collection exists at Madras. A few books were obtained in the local market; others were procured from Calcutta and Bombay, and Mr. Cunningham, during his visit to England, ordered out a large miscellaneous collection for the School Book Society, the whole of which he has obligingly placed at our disposal. Many of these books do not come in any way within the scope of the enquiry assigned to us, but we shall notice a large number of those which do.

Books received from Mr. Laurie.

8. Mr. Laurie, late Director-General of Public Instruction in Ceylon, has also sent us a series of school books edited by him. Many of them arrived so late that it has been impossible for us to examine them all in minute detail, but some space will be devoted to this series in the body of this report.

Resignation of the Hon. H. S. Cunningham.

9. Mr. Cunningham was only able to attend one meeting before his departure, and after his return he found that his professional avocations left him so little leisure that he was obliged to resign his seat on the Committee.

Dr. Murdoch's pamphlet.

10. A letter from Dr. Murdoch, submitting a copy of his pamphlet "On the idolatrous and immoral teaching of some Government and University text books," was referred to us, through the Director of Public Instruction, in Government Order, No. 129, of the 22nd April. The first part of the pamphlet is "designed to prove that while all Christian allusions have been struck out of Government school books, every inculcation of idolatry has been retained." The second part is intended to show "that in a compendium of morals published by the Madras Educational Department, lying is taught to be lawful under certain circumstances, that a whole chapter of a Government school book is intended to teach the art of overcoming an enemy by means of an affected friendship, and that there are some passages in Government school books grossly indecent." We shall recur, in various portions of this report, to the points adverted to by Dr. Murdoch.

Scheme of study in force.

11. The Director of Public Instruction has furnished us with the following revised scheme of studies, which is now in force in Government Schools.

Class.	Subjects and Books.	Remarks.
1st or Lowest Class.	ENGLISH :— Prose—First Book of Lessons. Grammar—Morell's Essentials of English Grammar (large print). TAMIL :— Prose—First and Second Books of Lessons, published by the Director of Public Instruction. Grammar—Pope's, No. I. ... ... TELUGU :— Prose—First and Second Books of Lessons, published by the Director of Public Instruction. Grammar—Seshiah's ... ... *Arithmetic—The four Simple Rules. *Geography—Definitions and Geography of the Madras Presidency, to be taught orally with the assistance of the black-board.	Catechetical form to be altered. To be revised.
2nd Class.	ENGLISH :— Prose—Second Reader, School Book Society's ... ... Grammar—Morell's Essentials of English Grammar (large print). TAMIL :— Prose—Second Book of Lessons, published by the Director of Public Instruction. Poetry—Anthology, No. I... ... Grammar—Pope's, No. I. TELUGU :— Prose—Second Book of Lessons, published by the Director of Public Instruction. Poetry—Anthology, No. I. Grammar—Seshiah's. * Arithmetic—Colenso's Translation to end of four Compound Rules. * Geography—Outlines	Under revision. About to be published. The large text of the Manual.
3rd Class.	ENGLISH :— Prose—Moral Class Book. Poetry—Selections of Poetry, No. I. Grammar—Morell's Essentials of English Grammar.	

* Instruction in these subjects in the 1st, 2nd, and 3rd classes to be imparted in the vernacular.

Class.	Subjects and Books.	Remarks.
3rd Class.—(*Continued.*)	TAMIL :—	
	Prose—Brief Sketches of Europe, published by the Director of Public Instruction.	
	Poetry—Poetical Anthology, No. II.	About to be published.
	Grammar—Mahalingiah's... ...	To be improved and to have systematic Syntax added.
	TELUGU :—	
	Prose—Brief Sketches of Europe, published by the Director of Public Instruction.	
	Poetry—Selections from Vemana.	To be compiled.
	Grammar—Andravyakaranam ...	
	* Arithmetic—To Vulgar Fractions, including Practice.	
	* Geography—Outlines.	
	History—Morris' Translation.	
4th Class.	ENGLISH :—	
	Prose—Supplement to the Fourth Book, Irish Series.	
	Poetry—Selections of Poetry, No. I.	
	Grammar—Bain's English Grammar (large print).	
	TAMIL :—	
	Prose—Third Book of Lessons, published by the Director of Public Instruction.	
	Poetry—Anthology, No. III. ...	Under preparation.
	Grammar—Mahalingiah's with Savundranayagam's Selections.	
	TELUGU :—	
	Prose—Third Book of Lessons.	
	Poetry—Nala Charitra	Expurgated edition to be brought out.
	Grammar—Venkiah's.	
	Arithmetic—Colenso's, including Decimal Fractions and Extraction of Square Root.	
	Algebra—Todhunter's Algebra for Beginners, to p. 67 (end of Least Common Multiple).	
	Geometry—Euclid, Book I.	
	Geography—Hughes' General. Duncan's India.	
	History—Morris' History of India.	

* Instruction in these subjects in the 1st, 2nd, and 3rd classes to be imparted in the vernacular.

Class.	Subjects and Books.	Remarks.
5th Class.	ENGLISH :— Proportions of Matriculation subjects. Grammar—Bain's Grammar (large print). TAMIL :— Portions of Matriculation subjects. Grammar—Nannul. TELUGU :— Portions of Matriculation subjects. Grammar—Chinniah Suri's. Arithmetic—Generally. Geometry—Euclid, Books II. and III. with easy Problems. Geography—Hughes' General. Duncan's India. History—Collier's, smaller one.	
6th Class.	Languages—Matriculation subjects and books. Arithmetic—Generally. Geometry—Euclid, Books I., II., III., and Problems. Grammar—Bain's.	

General remarks on the scheme of study.

12. Before going into the details of this scheme, it may not be improper to notice certain general features in it which seem to call for remark. The scheme, as it now stands, seems to imply that a pupil commences the study of English and the Vernacular simultaneously, and that at the end of six years he is ready to undergo the Matriculation Examination. If, therefore, he commences his studies at seven or eight years of age, he would be thirteen or fourteen when he entered on the course prescribed for the First Examination in Arts. This seems to us far too immature an age for collegiate studies. In practice such a result is, we believe, rarely attained; and, if so, it may be inferred that the scheme is one unsuited in some respects to boys of ordinary capacity. It appears to us anomalous that a boy should commence the study of English before he has made some progress in his own language, and almost preposterous that he should be called on to study such a book as Morell's Essentials of English Grammar in a class for which the First Book of Lessons is prescribed in the Vernacular. We have also reason to believe that the transition from the third class, in which Arithmetic, Geography, and History are taught, through the medium of the Vernacular, to the fourth, in which all these subjects, as well as Algebra and Euclid, are taught through the medium of English, is found much too abrupt for

the great majority of pupils. According to our view a complete course should extend over eight years, instead of six, although it may be by no means necessary that all the elementary classes comprised in such a course should be actually in existence in every Government School.

II.—English Text Books.

13. We shall now proceed to notice the English Readers, commencing with the "First Book of Lessons in Reading," published by the Madras School Book Society. This book has been expressly prepared for native children, and is, therefore, quite free from allusions to English scenes and customs. It is, however, very dull and uninteresting, and a great portion of it is far too babyish for boys of eight or nine years of age, as may be seen from the following specimens:—

First Book of Lessons in Reading, Madras School Book Society.

"The sky is blue." p. 7.
"The wheel of a cart turns round." p. 8.
"Cows give us nice milk." p. 27.
"Cows give milk." p. 41.
"Rain comes from the clouds." p. 50.

Natives cannot understand why we make their children learn such sentences as "Do not pull the ass's ear," p. 12. The lessons are not always properly graduated. The very first lesson contains the following sentences:—"Am I to go?" "If I am in, he is to go." The first of these sentences involves rather a difficult idiom. The second seems nearly incomprehensible. Lessons 15, 16, and 17 are much longer than lessons 18, 19, and 20. Lessons 33, 34, and 35 consist of only four or five lines, and are immediately followed by a lesson of 22 lines. Occasionally native idioms appear; as,

"A feather is lightest." p. 16.
"The husks of the paddy are beaten off, and so rice is left." p. 34.
"Well then, do in this manner as I do." p. 35.
"The bazaar consists of great many houses." p. 36.

The book is also much too short. The first part, which is divided into 35 lessons, contains 30 pages. The second part contains 21 pages, and is divided into 17 lessons. It is obvious that 52 lessons, even allowing a considerable time for revision, do not provide sufficient work for a year, or even for half a year. The consequence is that the pupils learn the book by heart. There is an edition of this book with a vernacular translation, but the ordinary edition in use contains nothing but the English text, without any sort of note or explanation. In connexion with this subject Mr. Garthwaite makes the following remarks:—

"The English Reading Books are objectionable, because they are mere reading books, *i.e.*, books of extracts simply for reading, such as might be suitable for English boys, but which quite ignore the fact that

English is a foreign tongue to the vast majority of those who use the books. No such books are now used for teaching foreign languages in any school in Europe. The old Delectus and Reading Books have there been long superseded by works such as those of Arnold, Ollendorff, Ahn, and numerous writers who recognize the fact that they are teaching a foreign language, and that for this end their books must be framed on scientific principles. In those books the pupil's knowledge of the tongue he is learning gets built up bit by bit on a systematic plan; great use is made of the principles of imitation and frequent repetition; each lesson has a vocabulary and remarks, and the pupil gets plenty of explanation in his own language. If in European schools, with all their advantages, such helps are necessary, why, in the name of common sense, are native boys and native teachers supposed able to dispense with them?"

Second Book of Lessons in Reading, Madras School Book Society.

14. The Second Book of Lessons of the Madras School Book Society is also a dull and uninteresting book of the same character; but, as it has been already condemned, and is now under revision, we do not deem it necessary to point out its defects.

Chambers's Moral Class Book.

15. The Madras School Book Society have at various times brought out two different Third Readers, one on Natural History, and the other on the Productions of Southern India. Each of these was tried in its turn for some years, and at last rejected as unsuitable. The Reader now used as a Third Book is Chambers's Moral Class Book. There is much in this book which we approve of. The tone pervading it is good and free from cant. The style of the extracts is, for the most part, just what is required, good English equally removed from the fine and the vulgar. The matter is nearly always entertaining; and, although the book is compiled for English boys of about ten years of age, the allusions to matters which a Hindu of the same age may feel some difficulty in understanding are by no means numerous. The following passages are the only ones of this kind which we have remarked:—

(1.) Their diversion was duck and drake. p. 12.
(2.) Marmalade. p. 22.
(3.) Mittens. p. 41.
(4.) Boarding School where the young lady was finishing her education. p. 47.
(5.) A girl slipping off her garter. p. 51.
(6.) A grocer's shop with a cellar underneath. p. 51.
(7.) Samphire. p. 57.
(8.) Decorating the interior of the dome of St. Paul's Cathedral. p. 57.
(9.) Sloop captured by a privateer. p. 58.

(10.) The stage coach in which the Oxonian makes a Greek quotation, and the references to Sophocles, Euripides, Æschylus, and the Bodleian Library. p. 64.
(11.) A Temperance Society holding one of its meetings. p. 73.
(12.) An English watering-place. p. 80.
(13.) Cheese-Bacon-Jellies-Parmesan. p. 85.
(14.) An Alms-house. p. 85.
(15.) Fustian to make new sleeves for his old doublet. p. 91.
(16.) Foul bill of health. Quarantine in a lazaretto. p. 98.
(17.) The spearmen hearing the bugle sound and the hounds attending Llewellyn's horn. p. 108.
(18.) The Alders. The Village Churchyard. p. 126.
(19.) The Royal Burghs in Scotland are united in fours and fives for the election of their representatives in Parliament. p. 147.
(20.) Travelling in a stage coach. p. 177.
(21.) The Robes of the Order of the Garter, which that King had lately instituted. p. 197.

The poetical extracts which this book contains are not read in our schools. If they were, the lines on mercy from Shakespeare, p. 119, Barton's poem of the Cataract and the Streamlet, p. 125, and the quotations from Wordsworth at p. 103, and from Massinger at p. 48, would probably be pronounced too difficult, while the extracts from Watts's hymns at pp. 43, 133, and 179 would be deemed too easy. A series of texts from Scripture is given at the conclusion of each section. Although these do not inculcate any dogmas, peculiar to Christianity, the introduction of them may be regarded as inconsistent with the principle of neutrality on which Government education is conducted in this country. The same remark applies to the concluding chapter on religion and the moral law. Mr. Barrow and Mr. Kershaw consider that the transition from the Second Book to the Moral Class Book is too violent, and we are inclined to think that the latter might be transferred to the class above that in which it is now used. If the publishers would agree to bring out an edition modified in the manner which we have suggested, this book might, in our opinion, be permanently retained as a text book.

Supplement to the Fourth Book of Lessons, published by the Commissioners of National Education, Ireland.

16. The Supplement to the Fourth Book of Lessons, published by the Commissioners of National Education, Ireland, is, taken as a whole, altogether unsuited for schools in this country. It contains a series of lessons, the object of which is to teach girls destined for domestic service how they should perform their duties as house-maids, cooks, nursery-maids, and nurses. The last twelve lessons are all addressed to young servants or young mothers, and the lessons headed "Strict Honesty," p. 28; "Advice in case of a

fire," p. 95, "Bad Management," p. 95, "How to furnish a house," p. 104, "On tidiness," p. 110, "The bustling way and the quiet way," p. 145, "One pound and ten thousand," p. 156, are also written for young women and girls. Fifty-three pages are devoted to a summary of Ancient and Modern History, which seems to us a specimen of the worst kind of historical writing for the young, and which is peculiarly unsuitable for secular schools in this country from the disproportionate space which is allotted in it to Scripture History. There are other lessons more or less of a religious character, and containing matter which should be excluded. The lesson on Superstition, p. 37, refers to Satan's footsteps, fairy rings, and the death-watch, all of which are unknown in India. The lessons on Mythology at p. 50 are introduced, as the writer explains, because the greater part of those to whom the Apostles preached were Pagans, and some parts of their preaching cannot be fully understood without some knowledge of mythology. These lessons are accordingly full of Scriptural allusions and references to Greek, Roman, Egyptian, and Philistine divinities, all of which, without long explanations, must be quite unintelligible to a boy in the fourth class, and besides general denunciations of idolatry, there is a special attack on Hinduism at p. 56. The allusions to the fairies of Great Britain and Ireland, to the Bogies, Brownies, and Kelpies of Scotland, the Trolls of Denmark and Ireland, and the Nixies of Germany must awaken the vaguest of all possible conceptions in the mind of a Hindu boy. The lesson headed "Christianity, a religion of motives," is also out of place in a secular school. The lessons on "The Results of Machinery," pp. 10, 17, and 23, "The Young Chemist," pp. 119, 127, 133, and 141, "The Wind," pp. 193, "The Centre of Gravity," p. 223, and "Causes of High and Low Rates of Wages," p. 277, however suitable they may be to English boys, seem to us too difficult for this class. The pupil at this stage can scarcely be expected to do more than make out the meaning of sentences relating to some ordinary subject, but here he is called on to follow, at the same time, a chain of reasoning on matters to which his attention has never been before directed. The lessons on "Snow," p. 74, on "Winter," p. 172, and on "Gipsies," p. 175, are not suited for boys who have never seen snow, and do not know what a gipsy is. Next in order we may notice a series of lessons, containing descriptions of scenes with which a Hindu boy is perfectly familiar and explaining things which he thoroughly understands, mixed up with matter which may be useful to an English boy or girl, but which is of no use to him. Under this head comes a lesson at p. 19, on the "Effects of art in changing the form and features of the human body." Here the Hindu custom of making a large hole in the lobe of the ear is described, and a great deal is said about the evils of tight lacing, tight shoes, and the

custom of tightly binding the limbs of infants. The lesson on the Water Bottles of the East at p. 148 is full of extracts from Scripture, which are illustrated by reference to the Eastern custom of carrying water in skin bags, and in connexion with this subject a description is given of the water-carrier of India with his bullock. At p. 168 there is a lesson on the cocoanut and tree, and at p. 187 on the rice plant. The subject of tight lacing is introduced again at p. 19 in the lesson on the Follies of Fashion. Some lessons are mere repetitions of those given in the Moral Class Book. Thus the story about the plant Samphire at p. 35 occurs in the Moral Class Book at p. 57. The lesson on "Presence of Mind" at p. 68 contains three stories which appear at pp. 50 and 51 of the Moral Class Book. The "Sayings of Poor Richard" at p. 115 and the lesson on "Early Frugality" at p. 140 will be found at pp. 40 and 140 of the Moral Class Book. The lesson on "Masters and Servants" at p. 80, although not in any way identical with the one headed "Conduct towards Inferiors and Superiors" at p. 27 of the Moral Class Book, travels over nearly the same ground. The story of "The Foster Parents and the Foster Child," which fills 30 pages, is a tale of Irish life, quite unsuited for Hindu boys, even Irish words being introduced into it. Thus Mickey has "his wisp in his hand and the horse bucket, some hay stuffed in one or two holes in his hat, and a *soghawn* or hay band twisted round his stockings—if stockings they could properly be called that had no feet," p. 329. "Next morning Mickey girded himself to the work, shouldered his spade to temper mud for the walls and for the roof he pared some grass sods on the green, which are called *scraughs* in Ireland," p. 338. Many of the extracts are from anonymous authors, and have but little to recommend them either as regards style or matter. Others, although good in themselves, are not well adapted to the class in which this book is read. The following seem to us the most suitable lessons in the book, but even they contain passages which would require to be either modified or explained in notes :—

History of James Ferguson. Anon., p. 12.
Instinctive love of their young in the brute and feathered creation. White's Selborne, p. 26.
Artificial Migration of Bees. Insect Miscellanies, p. 33.
The food of Ants. Brougham, p. 36.
Islands produced by insects. Hall's Voyages, p. 153.
The Mantis or Walking Leaf. Dr. Walsh, p. 164.
Anecdotes of a voyage round the world from the French, p. 195.
Invention of the Microscope and the Telescope. Whewell, p. 221.
A Mirage. Anon., p. 224.
Dependence of men upon each other. Adam Smith, p. 226.

Adventures of four Russian Sailors on the Desert Island of East Spitzbergen. Anon., p. 232.
The Grateful Turk. Anon., p. 251.
Language of Animals. Anon., p. 284.
Perseverance. Anon., p. 314.

There are 48 poetical extracts in this book. Sixteen of them are anonymous, and many of the others are taken from third and fourth rate authors. Some of these pieces seem to us almost beneath criticism; but, as this book is used only as a prose reader, we need not quote more than two specimens of the poetry.

Now here's the clematis, all graceful and fair,
You may set it like pearls in the folds of your hair,
And if for your bosom you'd have a bouquet,
Here's the meadow-pink sweet and the touch-me-not gay. p. 241.

If disorder'd and restless the baby should cry,
Never venture an opiate or cordial to try,

* * * * *

If it chooses to play with a knife or the fire,
'Twill be needful, you know, to correct the desire. pp. 419, 420.

17. The Selections in English Poetry No. I. were compiled and published about seventeen years ago for the use of Government Schools in this Presidency. An excellent moral tone pervades this book. The poems are easy and fairly graduated, and all difficult allusions are explained in foot-notes. In a literary point of view these selections are not entitled to much praise. Of the 105 extracts given, more than four-fifths are from unknown or obscure authors.

Selections in English Poetry No. I.

Cowper ...	3	Jane Taylor	13	Rathbone ...	1	Anonymous	24
Southey ...	2	Watts ...	9	Lloyd ...	1	C. F. H. ...	8
Wordsworth ...	2	Stodart ...	5	Doane ...	1		
Mrs. Hemans	2	Mary Howitt	4	Carlyle ...	1		
Pope	1	William Howitt	1	Miss Glover	1		
Gay	1	Edmeston...	1	Spencer ...	1		
Longfellow ...	1	Gisborne ...	1	Montgomery	1		

Many of the poems are mutilated and corrupted. Thus Cowper's poem of the Dog and the Water-lily contains the following verses:—

My spaniel, prettiest of his race,
And high in pedigree,
(Two nymphs adorned with every grace
That spaniel found for me,)
Now wanton'd lost in flags and reeds,
Now starting into sight,
Pursued the swallow o'er the meads
With scarce a slower flight.

In the selections these eight lines are reduced to four—

My dog, now playing in the reeds,
Now starting into sight,
Pursued the swallow o'er the meads
With scarce a slower flight.

A few lines further on "my ramble ended" is altered into "my ramble finished," and "my quick approach" into "my swift approach." In Wordsworth's "We are seven," Stanzas 1, 3, 11, 12, 13, 14, and 15 are entirely omitted, and "little cottage girl" is changed into "little village girl." There are also various alterations and omissions in the extract from Wordsworth headed "Anecdote of a dog" at pp. 102 and 103, in Cowper's "Loss of the Royal George," p. 103, and "Pity for poor Africans," p. 56, in Southey's poem of "You are old, Father William," in Mrs. Hemans's "Casabianca," in Pope's "Universal Prayer," p. 105; in Spencer's "Gelert," and in Watts's "Little busy bee." The selections generally are of too babyish a character, and there is far too much in them about birds, butterflies, bees, and ants. Such poems as "The little busy bee," p. 2, "Twinkle, twinkle, little star," p. 4, "The butterfly," p. 9, "Let dogs delight to bark and bite," p. 12, "Butterfly, butterfly, come from your bower," p. 14, "Who'll come here and play with me under the tree," p. 24, "'Tis good to be alive," p. 26, "Saw you never in the meadows," p. 27, "I hear a pretty bird," p. 29, "Awake, little boy, it is time to arise," p. 20, "Will you walk into my parlour, said a spider to a fly," p. 36, "The boy and the bee," p. 40, "Merry hearts are ours, so merry songs we sing," p. 45, "The donkey," p. 47, "I saw a sportive butterfly," p. 59, "Why must the roses fade, mother," p. 80, are addressed to little children of five or six, whereas the boys by whom this book is used are between ten and fifteen. Such pieces as Stodart's "Attention" and "Order" can scarcely be called poetry, as may be seen from the following specimens:—

Look, boys, at what you see,
Think of what you say;
Attend to what your teacher says,
And then, at once, obey. p. 17.
Every thing in its time,
That's an excellent rule;
Be sure you always come in time,
To your place in school. p. 31.

The poem of the "Life Boat," p. 81, is not well adapted to this country, and the same remark applies in some measure to the "Hay fields," p. 23. The poem of the "Elephant," p. 86, is unsuitable, owing to its allusions to the Titans, the Mastodon, the Megalonix, the Mammoth, and "the ever-sleeping Ammonite." On the whole, we can find scarcely more than a dozen poems which we consider suitable. The

best are "Cassabianca," "the Loss of the Royal George," "Father William," "Gelert," the "Turkey and the Ant," the "Migration of the Grey Squirrels," and the "Way to find out Pride." Somewhat below these we would place C. F. H.'s "Beauties of Creation and Honesty," Watts's "Against Lying," the "Sluggard," and "Creation and Providence," Jane Taylor's "A little," and "Stars," Carlyle's "Sower's song,' and Howitt's "Use of flowers." We are, however, of opinion that English poetry is introduced at far too early a stage, and forms too prominent a subject of study throughout the curriculum. Mr. Fortey and Mr. Garthwaite do not refer to this point, but Mr. Bowers recommends that English poetry should not be commenced until the pupils reach the fourth class, and Mr. Kershaw considers that even in the higher classes there is too much poetry. Mr. Barrow has furnished us with the following remarks, which we quote in extenso :—

"In my opinion the too exclusive study of poetry is positively injurious in its effects upon English, and, *a fortiori*, upon Hindu students.

"Whately, in his Rhetoric, p. 216, says: 'Try the experiment of merely breaking up the metrical structure of a fine poem, and you will find it inflated and bombastic prose.' In his foot-note on this passage he adds: 'Hence the impropriety of the practice, by no means uncommon, of learning a language from its poetry. It is like learning botany in a flower garden, which is filled with, what are to the botanist's eye, beautiful monsters, every variety of curious and ornamental deviation from the simple form.'

"Dr. Crombie, again in his Gymnasium, makes the following remarks :—'To see the language of 'Paradise Lost' and the diction of 'The Spectator,' blended together, either in the narrative of the historian, or in the grave discussion of the philosopher, would excite the risibility of a common reader, and to a person of taste and discernment such a grotesque commixture of prose and poetical phraseology could not fail to produce disgust.'

"Can it be thought, then, that the language of 'Cowper's Task' and 'Smile's Self Help,' when blended together, has a tendency to produce less grotesqueness in the letters of native students, or to excite less the risibility, and, to some extent, the disgust of those who read them? The feeling of disgust, slight as it may be, is not with the writers, but with the system, which fails to make it plain that the language of ordinary life is prose and not prose run mad."

We concur with Mr. Barrow in thinking that the turgid diction, which is so often noticeable in native composition, is partly attributable to the injudicious and premature study of English poetry. We would, therefore, do away altogether with this first book, and restrict the study of poetry to the two classes immediately below the Matriculation Class. Complaints have been made of the price of this book, viz., 12

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annas, and we see no reason for compelling the pupils to provide themselves with two distinct sets of prose and poetical readers. Such poetry as is required may, we think, be introduced into the general series of graduated readers, to which we shall refer hereafter.

Laurie's Standard Readers and Technical Readers.

18. Having thus condemned all the readers now in use, with the exception of Chambers's Moral Class Book, we shall proceed to notice some of those which have been suggested to us as substitutes. Mr. Laurie's Standard Primer and Standard Readers Nos. 1, 2, 3, 4, 5, and 6 contain a great deal of interesting matter, arranged with much skill, and the greater portion of this matter is of a secular nature. The series is carefully graduated, well printed, and profusely illustrated, presenting in this latter respect a marked contrast to the readers now used in this Presidency, which do not contain a single engraving. These books have also the advantage of being very cheap, the price of the successive volumes gradually rising from 3*d.* to 1*s.* 4*d.* The series is, however, essentially an English series, and would require much modification before it could be rendered suitable for this country. Thus at p. 41 of the Primer there is a picture of Tom Hall sprawling among the pigs, and the story, after describing his plight, adds that his "face and hands were as black as a sweep's." In Reader No. 1 there is a lesson on the "Fireside" at p. 10., and another on "Cain and Abel" at p. 27. In Reader No. 2 we have the "Robin's Yule Song" at p. 13, "Little Robin Redbreast" at p. 16, "Hay-making" at p. 81, "Sheep-shearing" at p. 82, and "Butter and Cheese" at p. 84. In Reader No. 3 we have the "Acorn" at p. 86, the "Old Oak tree" at p. 87, the "Whale" at p. 90, "Doubting Castle" at p. 100, and the "Seasons" at p. 106. In Reader No. 4 we have the "Self-willed Pig" at p. 27, "Tommy and the Pig," p. 28, the "Robin," p. 35, the "Robins," p. 39, and "Old Dobbin," p. 97. A very large amount of space is devoted to poetry in the Fifth Reader, and in the Sixth Reader most of the selections, both in prose and verse, would be sufficiently difficult for a Matriculation Class. Mr. Laurie has made "literature in its various stages the groundwork and pervading spirit of the plan" of his Standard Readers. In the Technical Readers he conducts the pupil, "by pleasant paths, to the threshold of the domain of science proper." This is also an excellent series, but here again we are confronted with difficulties arising out of the fact that these books are written for English children. Thus in Book 1, p. 25, the following passage occurs in a lesson on the cow :—"We call her flesh beef, and eat it. Of her skin we make boots and shoes. Her bones are cut into spoons and such small things." At p. 30 a fly stands on the rim of a pot of jam. At p. 40 Jack talks of stewing his beef. In Book 2 there is a lesson on a mill at p. 34. In Book 3 there is a series of lessons on the Geography of the British

Isles, such poetry as the "Swallow's farewell," the "Robin Redbreast," and the "Homes of England," and lessons explaining the power of steam, and how it acts. In Book 4 there is a series of lessons on English History and the Geography of the British possessions, and such poetry as the "Lost Thimble." In Book 5 the History of England is continued, and the Geography of Europe is gone through; and, in addition to a good deal of poetry, there is a series of lessons on the elements, gases, balloons, a pair of bellows, ice, the sucker, the pump, the diving-bell, the thermometer, heat, the steam-engine, and lightning. In Book 6 the History and Geography are concluded; there are a few lessons on Physical Geography, three on money, capital, and competition; a considerable number of literary selections in prose and verse, and a series of lessons on original experimental science, the telescope, sound, the hydrostatic press, combustion, the compass, the inclined plane, the centre of gravity, photography, and the powers of the air and water. Without minutely criticising the literary selections, we may observe that Swift's Recipe to cook mutton, pp. 116, 117, is scarcely the kind of poetry which should be put before Hindu boys.

> On the dresser see it lie,
> Oh, the charming white and red!
> Finer meat ne'er met my eye,
> On the sweetest grass it feed.
> Let the jack go quickly round,—
> Let me have it nicely brown'd.

We do not think that Geography and History should be introduced at all into our reading books, as the pupils study these subjects through the medium of separate text books, and altogether in a different order from that followed in these books, and we have already commented on the difficulty of teaching physical science through the medium of English in any class below the present fifth. Some of the lessons in the Sixth Book, such, for instance, as the one on the hydrostatic press, seem to us much too difficult even for the sixth class, but the whole series contains a very large number of excellent literary selections and lessons on natural history, physical science, and social economy, which might be utilized in the preparation of vernacular readers, and we understand that Mr. Laurie contemplates the preparation of such a series.

Other Readers prepared in England.

19. Similar objections might probably be made to all reading books prepared in England. They certainly apply to Collins's New Code Progressive Readers, which may be taken as a type of some of the most recent publications of this class. No one has been able to suggest to us any English series really adapted to this country. The First Reading Book of the Clarendon Press Series by Marie Eichens, which is based on the German system

of Dr. Vogel, of Leipsic, contains much which is deserving of imitation. This system seeks—

"First, to connect the object-lessons (which ought to be the beginning of instruction in any well-organized school) with the first exercises in writing.

"Secondly, to teach the letters by their sounds, not by the names which we have been accustomed to give them, so that the sound of each single letter may be the same sound that it has when pronounced in a word.

"Thirdly, as a foundation for correct spelling, to accustom the child from the first to take each word as a whole, thus making spelling very much an act of memory.

"Last, but not least, to provide a pleasant and attractive lesson-book as the school's first gift to a child, one that will not weary him, but will begin by reminding him of the cheerful pastimes of the nursery."

But the book is altogether too babyish, and the earliest lessons refer to buns, a wind-mill, the swan, and the cod. The Oxford Reading Book No. 1 contains a collection of extracts "drawn from a much greater variety of good modern authors than has been usually attempted in compilations for children;" but the book is expressly intended for "little children," and more than half the extracts are pieces of poetry. The Second Book of the same series is for junior classes, but it is made up entirely of history and poetry. Tancock's English Grammar and Reading Book may be named as a type of a new kind of reading book, which distinctly recognises the fact that different schools require different kinds of readers. It is drawn up for lower forms in classical schools, and is to "the study of English what a Latin Delectus is to the study of Latin." The reading lessons consist accordingly entirely of extracts, and there is a glossary explaining the meaning and derivation of every word. If special English reading books are required for boys in classical schools, a special series of such books must be still more necessary for schools in this country.

Readers prepared in India.

20. Various attempts to supply this want have been made in different parts of India. We have already noticed the failure of the efforts made by the Madras School Book Society. The following remarks on the publications of the Calcutta School Book Society and Howard's Bombay Series are extracted from a pamphlet published a few months ago by Dr. Murdoch:—

"*Series of the Calcutta School Book Society.*—This society, established in 1817, was the first that produced school books, and has rendered good service in its day. Its 'Readers' have a considerable circulation in the Bengal Presidency. Their chief defect is that they are framed after antiquated English models. Some of them have indeed been revised, but still they are far behind the times. The

English Spelling Book No. I., after the alphabet, begins with ba, be, bi, &c.; ab, eb, &c.; bla, bli, &c. This is sufficient to show the educational era to which it belongs. The same remark applies to Spelling Book No. II., with its long columns of 'words of four syllables accented on the first,' &c.

"Readers Nos. I. and II. consist largely of extracts from English Reading Books of the time of Mrs. Barbauld, Mrs. Trimmer, and Miss Edgeworth. The sentiments are good, but the scenes are too English. A sparrow thus reproves a redbreast:—

'Can thy weak warbling pretend to vie with the sprightly accents of the thrush and the blackbird; with the various melody of the lark or the nightingale, whom other birds, far thy superiors, have long been content to admire in silence?' English Reader No. II., p. 54, Revised Edition of 1871.

"The following extract, in addition to the above defect, offends good taste:—

'Frank Pitt was a great boy: he had such a pair of fat cheeks that he could scarce see out of his eyes; for, you must know, that Frank would sit and eat all day long. First he would have a great mess of rice milk; in an hour's time he would ask for bread and cheese; then he would eat loads of fruit and cakes; and, as for meat and pies, if you had seen him eat them, it would have made you stare. Then he drank as much as he ate.' English Reader No. I., p. 6.

"The more advanced books contain a number of interesting lessons, but they are thrown together without system.

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"One drawback to their popularity is the entire absence of any explanatory notes.

"*Howard's Series.*—This, which is published by the Bombay Education Department, has a large circulation in Western India and the Punjab.

"The primer is a fair compilation, though susceptible of improvement. The Second Book, especially Part II., is very defective. Many of the lessons are diametrically opposed to the 'sound principle of elementary education, *viz.*, that the contents of the book taught shall be, as much as possible, within easy range of the pupil's comprehension and ordinary experience.' The following sentences from Part II. may be quoted as examples of 'allusions to European history' unfit for a Second Book:—

'The ascendancy of Buckingham over the King was generally lamented. p. 14.

'The contrast of character between Cavaliers and Roundheads is skilfully drawn by Lord Macaulay. p. 15.

'Schiller's Poem "The Fight with the Dragon." p. 20.

'The quarrels of the Guelf and Ghibelline factions made Italy desolate. p. 28.

'The Whigs carped at the King's speech. p. 48.

'You may contrast Lingard's views with Hume's. p. 13.

'There was great astonishment at Cleon's success. p. 14.

'Horace was not a believer in Jupiter or Phœbus. p. 14.

'Sophocles was preceded by Æschylus. p. 77.

"The two parts of the 'Third Book' contain an anecdote of Aurungzebe, the Queen's Proclamation, and a lesson on loyalty. The remaining lessons consist of English extracts, though now and then a few sentences are added. As a whole, the series wants graduation, and is little better adapted to India than books published at home."

We have not deemed it necessary to go through these Readers, which will no doubt be carefully criticized in the Presidencies in which they are read, but some of us are well acquainted with some of the Calcutta Readers, which were formerly extensively used in this Presidency, but were eventually all discarded, and we have but little doubt that the conclusion which will be arrived at everywhere will be that a fresh series of reading books is required for all classes below the Matriculation class. We deem it also unnecessary to discuss the merits of such books as the Selections in English Prose and Poetry No. II., prepared many years ago for the upper classes of Government Schools in this Presidency, D. L. Richardson's Selections from the British Poets, or Mr. Lethbridge's Selections from modern English Literature, published at Calcutta in 1874. All these books contain poems and extracts which have been prescribed at various times for the Matriculation examination in this Presidency, and the general level of difficulty reached in the pieces selected seldom falls below the Matriculation standard. Such books are, therefore, scarcely adapted for any class below the highest, and they cannot be introduced into even the Matriculation class, unless the pieces which they contain happen to be prescribed for the Matriculation examination. In this Presidency the Syndicate has, for many years, declined to restrict its choice of subjects in language to particular text-books, and year by year, as fresh subjects are named, fresh text-books appear.

Suggestions received with regard to Reading Books.

21. There is considerable diversity of opinion among the gentlemen whom we have consulted, as well as among ourselves, as to the principles on which such a series of readers as we have referred to should be prepared. Mr. Fortey thinks that no very extensive changes are required, but observes that the fact that young boys require to be amused as well as instructed has been hardly sufficiently recognized in the preparation of our most elementary reading books. Mr. Bowers thinks that, with a few alterations, the whole of the existing series might be retained with the exception of the Supplement to the Fourth

Book, for which he would substitute Lovery's Reader No. II. Mr. Kershaw makes the following remarks: "My own opinion of school books is so much at variance with that of most people that I am afraid it is of very little use to state it. However, I will just observe that I attribute *very little* to the book used, and *everything* to the teacher. I have no faith whatever in the theories, of which Dr. Murdoch is the chief exponent, that elementary reading books should contain lessons in agriculture and chemistry for the benefit of young ryots; in sanitation, ethics, arts, and sciences, political and social economy, &c., for others. I would have elementary reading books amusing and interesting, rather than moral and instructive. If I could carry out my own views, I would give nothing but easy, amusing fables and fairy tales to the youngest class, and equally amusing, but longer and more difficult, tales and stories to the two classes above. Then, to the fourth class a continuous story of some kind and a complete, not long, but easy poem. I think extracts from all sorts of writers on all kinds of subjects utterly bad, and calculated to generate a vicious and desultory style of reading. My own experience is that 'good' lessons, and so-called instructive lessons in reading books produce no practical results on the character or mind of a boy."

Mr. Garthwaite's views are as follow:—"What we want are books on the model of the various Latin or French, &c., First and Second Books now in use in England. The First and Second Books should be followed by books of eash English extracts with vernacular annotations on the idiom, grammar, and allusions, and with complete vocabularies. In the same or in another volume should be similar extracts in the vernacular for translation into English, and those also should have notes and vocabularies. The main object of these books should be not to amuse or to give general information, but *to teach the language* so as to render the pupil capable (with some little occasional help from his dictionary*) of reading any English work of moderate difficulty. Let us concentrate our attention on that, and work our boys up to that standard as quickly as possible. The standard once attained, they will be in a position to get information and amusement for themselves, for the whole storehouse of English literature and science will be opened to them. *Now* the majority leave school unable to read any English book except what they have studied at school. Can it be wondered at then that after leaving school they generally give up reading?"

Mr. Barrow has furnished us with a rough copy of a Poetical Reader for the fourth and fifth classes, and a scheme containing suggestions for the preparation of a Prose Reader for the same classes. In the latter he names eighteen of the proposed lessons, and gives the titles

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* "Really good English Vernacular School Dictionaries are another urgent want."

of the books from which he considers that further selections should be made.

22. The majority of us think that the main object in all the Reading Books should be to teach the pupil the English language, and to give him at the same time a taste for reading. We consider it of great importance that the subject-matter of the lessons should be attractive and interesting, and the subjects which seem to us most suitable are anecdotes, tales, biographies, travels, and natural history. If such subjects as morality, the laws of health, political economy, and physical science are introduced at all, it should be, we think, very sparingly. Descriptions of machinery and chemical processes seem to us altogether out of place in such books. The series should, we think, consist of six readers. The First, Second, and Third Readers could scarcely consist entirely of extracts from standard authors, but even in these books judicious adaptation would probably be preferable to original composition. Great assistance should be given to the pupil at this elementary stage through the medium of the Vernacular, and there should be easy exercises and dialogues containing conversational phrases for daily use. The Fourth, Fifth, and Sixth Readers should, we think, be devoted entirely to extracts from authors of established reputation, and should contain no matter contributed by the compiler except notes, translations, glossaries, and a series of exercises. Poetical extracts should, we think, be confined to the Fifth and Sixth Readers, and in these books the notes might be mainly in English; in the other readers all explanations should be entirely in the Vernacular. Great judgment will be required in the choice of the extracts. "Whoever," says Johnson, "wishes to attain an English style, familiar but not coarse, and elegant but not ostentatious, must give his days and nights to the volumes of Addison." Experience proves that in this country, at all events, this dictum must be received with considerable qualification. Mr. Lethbridge, in the Introduction to his Selections, has, we think, successfully shown that the too exclusive study of Addison and of the writers of the eighteenth century is attended with disadvantage to the Indian student, because the English language has changed, and letters and essays are no longer written in the style of Johnson, or even of Addison. He also points out that it is by no means easy to pick out suitable extracts from modern authors, because the style of the nineteenth century is, from a multiplicity of causes, far more difficult to a foreigner than that of the last century. These difficulties will be enhanced if the language of the Resolution of the Government of India is interpreted very strictly; but we presume that, as the pupils advance in their studies, some latitude will be allowed in this respect, particularly with regard to natural history and

Conclusion arrived at by the Committee with regard to Reading Books.

travels, much of the charm of which lies in the novelty of the subjects treated of. In proposing six readers we have assumed that a reading book is required for the class below the Matriculation class. According to the scheme now in force, it appears to be the practice to devote two years to what are known as the Matriculation subjects, and probably in this way a few feeble pupils succeed in passing, who would fail if they endeavoured to do the work of the year within the year, while others pass from the fifth class without going through the sixth. We believe that in some schools the Matriculation subjects of the previous year are studied, and that in this way both the evils above referred to are avoided. It seems to us, however, that it would be better to provide the fifth class with some book which would form a part of a regularly-graduated series.

Laurie's Entertaining Library.

23. We have devoted some time to considering whether it would be possible to carry out Mr. Kershaw's proposal of making one of the more advanced Readers consist entirely of some continuous tale. It is well known that books which are very attractive to English boys are not appreciated at all in this country. A Hindu considers it a task to go through Robinson Crusoe or Lamb's Tales from Shakespeare, but he thoroughly enjoys the Arabian Nights, and sees nothing puerile in them. Mr. Laurie has sent us his Shilling Entertaining Library, consisting of Robinson Crusoe, Christmas Tales, DeFoe's Plague, Gulliver's Travels, Sandford and Merton, Evenings at Home, the Swiss Family Robinson, Select Anecdotes, the Pilgrim's Progress, and the Vicar of Wakefield. In this series the Editor assumes the right of adapting the original texts so as to suit his purpose. Grammatical constructions which are too involved and difficult are simplified, modern words and idioms are substituted for such as have become obsolete or nearly obsolete, and passages unsuitable to the young are expunged. All these books, except perhaps the Pilgrim's Progress, might, we think, with advantage, be placed in every school library, and if they were edited with vernacular notes and glossaries, it is possible that they might contribute in some measure to give the pupils that taste for reading which it is so desirable to create. Nor do we see any great objection to the experiment being tried of occasionally substituting one of these books for the regular reading book of the class. Probably Gulliver's Voyage to Lilliput and Brobdingnag, in the form in which it is presented by Mr. Laurie, would be the most suitable of the series. This is the best portion of Swift's greatest prose work, and the homely richness and simplicity of Swift's style render him an author peculiarly well adapted to the middle classes of a Zillah School. It may, no doubt, be objected that this work is a satire, and it will be seen from another part of this report that the objection is one which we are by no means disposed to

underrate. But all schoolboys read Gulliver's Travels as a mere tale, and in this version nearly all the satire is omitted. Even in the original work there is scarcely any personal satire in the Voyage to Brobdingnag, and it requires some knowledge of the secret history of the reign of George I. to trace some of the allusions in the Voyage to Lilliput. Boys who have never read a page of English History are scarcely likely to find Sir Robert Walpole under the disguise of the high treasurer Flimnap, and Mr. Laurie gives them no opportunity of discovering that the High heels and Low heels are Tories and Whigs, and that the Small Endians and Big Endians are Papists and Protestants, for all this portion is left out. It is obvious, however, that a perpetual course of even Gulliver's Travels might become rather wearisome, and it is on this ground that we suggest the expediency of trying sometimes one and sometimes another of these tales.

Publication of an Imperial series of Reading Books.

24. It does not seem necessary that a separate series of Readers should be compiled for each Presidency. The same English selections would do for all, and the notes and explanations, although they would be in different vernacular languages, might contain the same matter. The most difficult books to prepare would undoubtedly be the First and Second Readers. It is obviously desirable that the whole should be prepared on a regular plan, and this can be attained only by their being all compiled by one single person, or by several persons working under the immediate supervision of a responsible editor. If the work is entrusted, as we recommend, to one or several officers of the Educational Department, the gentlemen selected for this duty should, in our opinion, be relieved of all their ordinary avocations, and be prohibited from engaging in any other work, such as University or General Test Examinations. We have no faith in work done at odd moments by gentlemen jaded with teaching or examining. If, however, it is decided to offer rewards for the books required, the prizes should, we think, be sufficent to attract the most competent men. 10,000 rupees would not be too large a sum to pay for an imperial series of reading books. Of this amount, Rupees 2,000 might be given for each of the elementary readers, and Rupees 1,500 for each of the four more advanced books; and if it were considered desirable, the whole of this expenditure might be recovered in a few years by including this charge in the selling price of the books. In either case the entire series when complete should be examined and reported on by committees assembled for that purpose in every Presidency. All the books, and more particularly the earlier ones, should be full of illustrations, and both on this and on other grounds it may be desirable that the series should be published in England. The vernacular notes

and glossaries would, no doubt, give some trouble, but these obstacles would probably not be insuperable.

Laurie's Standard Home Lesson Books.

25. Mr. Garthwaite makes the following remarks on the subject of Home Lesson Books:—

"The system of 'Home Lesson Books' in which the pupil has just what he should prepare at home for the next day's lesson, unencumbered with superfluous matter, is largely in use in such schools in Britain. And as native teachers have at command but few means of subsidiary information in which to clothe the dry skeleton of their lessons, Teachers' Hand-books would be necessary. Boys would thus get up at home the necessary foundation for the lesson, and on this the teacher, if assisted by such hand-books as I propose, would by *vivâ voce* teaching be able to base instruction both interesting and solid." Mr. Laurie's Standard Home Lesson Books are not exactly the kind of books referred to in the passage which we have just quoted. Mr. Laurie's object is to furnish the pupil with a set of written exercises—"first, to confirm and test the results of instruction, and, secondly, to secure neatness of mechanical execution," and he dwells on the importance of accustoming the pupils from an early age to write on paper rather than on slates, of retaining a record of the work done by them, and of accustoming them to perform their exercises without assistance. In all this we entirely concur. There is, we believe, far too much teaching and too little learning in many of our schools. The training school system in England has in some cases developed a style of teaching, in which the pupil passively receives, with the least possible mental effort, whatever ideas the master may choose to instil into him, and the influence of this phase of the system is by no means unfelt in this country. The best corrective is perhaps to be found in shorter school-hours, and more preparation and paper-work at home. We cannot, however, recommend the adoption of Laurie's Home Lesson Books. They are, like all Mr. Laurie's books, intended for English children. In one exercise, for instance, the pupil is desired to write out the Lord's prayer, in another to make out a butcher's bill. The most important of all exercises in this country are translations. There is nothing of the kind in the whole series. If Home Lesson Books are really required, they must be specially prepared, and be in harmony with the general scheme of study. We doubt, however, whether any special books are needed. The English Readers will supply matter for translation into the vernacular, the Vernacular Readers for translation into English. There will also be other exercises in language both in the Readers and in the Grammars. In poetry certain pieces will have to be learned by heart. In Arithmetic and Algebra the text-books supply in abundance such exercises as are needed. In Geography and History the home work must mainly consist in getting up

portions of the text-books with occasional map-drawing. In Euclid the pupils will have certain propositions to learn, or be required to attempt some of the deductions contained in their text-book. Occasionally also the teacher may dictate passages to be translated or questions to be answered. In every class there should be fixed days for different exercises, and whatever work is done in this way should be regularly entered in exercise books, dated, corrected, and initialled.

Laurie's Standard Copy-books.

26. Mr. Laurie has sent us a set of his standard copy-books. There is nothing said in the scheme before us about copy-writing, but the neglect of penmanship in the schools of this Presidency has been recently noticed in Government Order, No. 298, of the 2nd October, and Mr. Kershaw has pointed out that in his division copy-slips are not used at all. Mr. Laurie's copy-books consist of an elementary series in 12½ numbers, at two shillings a dozen, containing text, round, and small hand, and a supplementary series of eight numbers at half a crown a dozen, containing miscellaneous letters, business letters, complimentary letters, boy's finishing hand, girl's finishing hand, sketch book for maps, and outline maps. Many of the letters contained in the supplementary series are altogether unsuited to this country, and the number containing "girl's finishing hand" would, of course, be useless, but the elementary series seems to us a good one. We have had, however, no opportunity of comparing it with any other series, and we observe that Mr. Kershaw recommends a series of penny copy-books published by Messrs. Collins.

Morell's Essentials of English Grammar.

27. The large print of Morell's Essentials of English Grammar is prescribed for the first and second classes, and the entire book for the third class. This book is a decidedly good work of its kind, but we consider it utterly unsuited for the classes in which it is now read. A pupil who is construing "a fat boy" and "a mad cat" in the First English Reader, and who, even in the Vernacular, has not got beyond the most elementary books, can scarcely be expected to understand such sentences as the following, with which the book opens :—

"Language is the natural medium by which we express our thoughts. It consists of a great variety of sounds produced by the human voice, to which we have come to attach a particular meaning." paragraph 1.

The book is full of sentences of this kind. Paragraph 43 at p. 25 is as follows :—

"If we regard the mode or manner in which an action presents itself to our understanding, we may consider it either as an actual reality, or as a possibility, or as a command, or as a wish, or generally as an action wholly undefined. The expression of these different circumstances gives rise to what are called the moods."

The whole of paragraphs 27 and 41 may also be referred to, as well as such expressions as the fundamental law of the predicative relation, the objective relation, and the attributive relation in paragraphs 85, 86, and 87. The same may be said of many of the sentences given to be parsed. The very first exercise in parsing is the following :—

"Alfred not only defended his bleeding country, but adorned humanity itself by his wisdom and virtue." p. 16.

The boys at this stage are supposed to be ignorant of all history, and cannot possibly know anything about Alfred. The phrases "bleeding country" and "adorned humanity itself" must, without a great deal of explanation, be absolutely unintelligible. In so elementary a class probably the teacher himself would scarcely be able to put such a sentence into the Vernacular. The following sentences, which are given to be analyzed at pp. 50 and 51, seem to us utterly beyond the first and second classes :—

"Sir Andrew Freeport's notions of trade are noble and generous; and, as every rich man has usually some sly way of jesting, which would make no great figure were he not a great man, he calls the sea a British common." p. 50.

"Who noble ends by noble means obtains,
Or failing, smiles in exile or in chains,
Like good Aurelius should he reign, or bleed
Like Socrates, that man is blessed indeed." p. 51.

The following sentences, which are also all taken from the large print, seem considerably beyond even the third class :—

"When a number of subordinate sentences have reference to one common apodosis," p. 64.
"Now the feast of Passover was at hand." p. 15.
"Him the Almighty power hurled headlong." p. 43.

The small print is read only in the third class, but even in this class the pupils can scarcely be expected to understand such expressions as the gerundive form of the Verb, p. 8, or the references to the Latin, German, and French prepositions at p. 14, or know what the author means when he says that a kind of middle voice is used in English, p. 25. They may also find difficulties in such examples as the following :—

"The air expands and becomes lighter by heat." p. 50.
"The crowded omnibus." p. 65.
"Robin Hood fought with Little John." p. 66.

The main object of the whole book is to teach an English boy to parse and analyze sentences as soon as possible. This is no doubt a valuable intellectual exercise, but its chief use consists in giving the

pupil some abstract notions on language in general. What a Hindu boy wants is to learn something of the peculiarities of one particular language, which differs entirely from his own in a number of important particulars. These are, in a great measure, unnoticed in this book.

Bain's Higher English Grammar.

28. The large print of Bain's Higher English Grammar is prescribed for the fourth and fifth classes, and the whole for the sixth class. This work is also an excellent one, but it appears to us far too difficult for the fourth and fifth classes. It was composed with more particular reference to the class of English Composition attached to the chair of Logic in the University of Aberdeen, and in its entirety could scarcely be read with advantage in any class below a junior F.A. class, although, by omitting the more advanced portions, it might be commenced in the sixth class. In illustration of these remarks, it may be sufficient to quote two passages—

"The second class of Co-ordinating Conjunctions are the Adversative; they place the second sentence or clause in some kind of opposition to what precedes." Large print, p. 65.

"That is the proper restrictive, explicative, limiting or defining relative, the relative of the adjective sentence." Small print, p. 23.

In many places the large print is scarcely intelligible without reference to the small print. One peculiar feature of the work is a long list of Scotticisms at pp. 197—200, in addition to which there are passing notices of Scotticisms scattered through the book—*vide* pp. 36 and 74. These are of no use to Hindu students, although they are much in need of similar warnings against blunders peculiar to this country. Many Grammars contain a few pages illustrating the use of particular prepositions with particular words. This sort of information is very valuable to native pupils, but there is nothing of the kind in this book.

Elementary English Grammars.

29. Mr. Garthwaite makes the following remarks on the mode in which English Grammar is studied in our schools :—

"A similar remark applies to the English Grammars in use—books entirely in English. Latin Grammars in Latin and French Grammars in French have long retired from English Schools! When were boys learning German ever required to study its Grammar in a German dress? How preposterous, then, to put into the hands of native beginners Grammars written in English!"

We think that English Grammar should not be taught at all in the two lowest classes except through the medium of oral lessons of the simplest possible character. In the next class this subject should be studied more systematically with the aid of a text-book, written mainly in the vernacular and specially adapted to native boys. Mr. W. Morgan has sent us his Elementary English Grammar, which was used

for some time in the Government Schools of this Presidency, and we have also gone through Howard's Rudimentary English Grammar, which is in use in Bombay. Both these books have been specially prepared for Indian Schools, and are in many respects better adapted for their purpose than similar Grammars written for English children; but they are in English, and would not be altogether what we wish, even if the vernacular element were introduced into them. We have also looked into Laurie's English Grammar Simplified, Hall's Primary English Grammar, Thring's Child's Grammar, and Currie's Rudimentary English Grammar. Useful hints may be derived from these and similar books, but in their present form they are not adapted to this country.

Howard's New Grammar of the English Tongue, and Notes on the English Verb.

30. We have gone minutely through several more advanced English Grammars. Howard's New Grammar of the English Tongue is used in the Government Schools of Bombay, the Panjab, and the Central Indian Provinces, and demands special notice, because it has been expressly prepared for the use of Indian Schools. This book has two great merits. It teaches the pupil that English belongs to the Aryan family of languages, and shows him the kinship between the Aryan tongues. It also occasionally notices the mistakes into which the natives of this country are apt to fall. But the philological notes and discussions are much too numerous, and far too learned for the classes which we have now in view. Thus at p. 11 feci is compared with the French j'ai fait, the Italian io ho fatto, and the Portugese tenho feito. At p. 92 the analogy between English and German in such expressions as two pair of shoes is pointed out. At p. 118 the Anglo-Saxon tô sôdhe is compared with forsooth, and it is shown that old genitives in s in an adverbial meaning are very frequent in German, as unversehen-s, of a sudden. At p. 119 it is shown that in Latin the ablative and accusative neuter of Adjectives are used as Adverbs. At p. 122 the pupil is told to compare the English as with the Latin ut, also qua, quo, quam, quod, quum, the Greek ho-ti, and the German wie, "all which words are by origin oblique cases of the relative pronoun, but have become possessed of an adverbial and conjunctive force." There are numerous other references to Latin, Greek, French, German, Italian, Dutch, Swedish, Anglo-Saxon, Zend, Vedic Sanskrit, Arabic, and Persian at pp. 121, 122, 123, 124, 131, 132, 135, 138, 141, 161, 173, 174, 175, 176, 177, 183, 186, 189, 203, 205, 206, Part I., and p. 12, Part II. Occasionally the pupils are expected to enter into obscure questions, on which Horne Tooke and Dr. Haug, the eminent Philologer of Bonn, are at variance, and in which references are made not only to Anglo-Saxon, but to Gothic and Norse, pp. 206 and 213. Then we have such terms as

gerunds, gerundial infinitives, p. 24, the dativus commodi, p. 24, and the dativus ethicus, p. 25. On the other hand many points, which might be illustrated by reference to native grammatical terms, are explained as if they were matters entirely new to Hindus. What is described in Part II., p. 3, as agglutination is perfectly familiar to every Hindu schoolboy under the name of Samása, and absolute constructions, Part II., p. 34, are also well known under the name of Sati Saptami. Mr. Howard has evidently very little respect for writers on the analysis of sentences, Part II., p. 32, and he avows that his aim is not to teach correct speaking and writing, for that can only be learned by reading the best books and conversing with educated men, but to explain with philological precision the constructions commonly met with in English books. We doubt whether this is the theory on which a Grammar should be written for pupils who have not yet passed the Matriculation Examination, and we have reluctantly come to the conclusion that this Grammar, in spite of its originality and merit, is not adapted for the purposes required. Howard's Notes on the English Verb contain a great deal of matter which is identical with the corresponding portion of the Grammar. The examples of violations of the rules are useful, but there is nothing in the book requiring special notice.

Morell's Grammar & Analysis.

31. Morell's Grammar and Analysis is in many respects well suited for the fourth, fifth, and sixth classes, but too much space is given to the author's favorite subject—the analysis of sentences—and not enough to Syntax, which is disposed of in five pages. As an instance of unsatisfactory brevity, we may refer to the rule relating to collective nouns, p. 105. There is hardly any point more difficult than this in English Grammar; but the author gives only one example, and his rule and note together are comprised in three lines and-a-half. Some portions of the book, such as the comparative table of tenses in English, Latin, Greek, French, and German at pp. 123 and 124, and the references at pp. 13, 14, 17, and 63 to German, French, Greek, and Latin are out of place in this country, as Hindu boys cannot understand such terms as middle voice, supine, &c. Many of the poetical quotations are also too difficult for boys below the Matriculation standard, some of the examples being taken from Shakespeare, Milton, and Spenser. The absence of a list of words with appropriate prepositions annexed is also a defect.

D'Orsey's Grammar.

32. D'Orsey's Grammar (Chambers' Educational Course) was formerly used in some of the Government Schools of this Presidency. There is very little in it about the analysis of sentences, but we are very much inclined to agree with the author in the small importance which he attaches to the sub-

division of clauses under such heads as Conditional, Adversative, Conjunctive, Introductory, Parenthetical, Accessory, p. 55. On the other hand a good deal of space is devoted to important points, and some of the matter is in advance of many other similar works. The rules regarding collective nouns and the proper position of adverbs are particularly full, and there are few grammars which contain so numerous a collection of well-selected quotations. The least useful part of the book is the one headed Phraseology, pp. 153, 156. It is intended to show the authors to whom we are indebted for certain idiomatic phrases, but there does not seem to be any peculiar idiom in many of the phrases quoted, such as "wear clothes," which is attributed to Southey, or "shake the head," which is set down to Dickens. "Hear a voice" is ascribed to Byron at p. 156, but it is evident that the phrase, if it is idiomatic at all, did not originate with him, as in p. 153 it is put down to Milton. There are other blemishes in the book, and the majority of us think that it is not well adapted for Indian schools.

Hiley's English Grammar.

33. Hiley's English Grammar is, we believe, largely in use in some parts of India. It is a bulky volume of 330 pages, and, as it contains no exercises, the pupil is apparently almost forced to provide himself with a companion volume of "Questions and Answers." About half the matter contained in the Grammar is unsuitable for pupils who have not matriculated, and contains remarks on verbal criticism and poetry with advice to the student on the attainment, retention, and application of knowledge. These sections are avowedly largely made up of matter culled from Campbell, Blair, Whately, Scott, and the Quarterly and Edinburgh Reviews, and the last lesson is almost entirely of a religious character. The first half of the book is also essentially a compilation, but it is in some respects fairly adapted to the three upper classes of a Zillah School. The language is generally simple, the arrangement clear, and the illustrations well chosen. There is also a good list of words with appropriate prepositions. We have some doubts whether the chapters on Pronunciation, pp. 6—9, and Spelling, pp. 12—15, are likely to be of much use, as pronunciation and spelling are both better acquired by practice than by rule. The introduction of the Saxon and Greek Alphabets at p. 4, the comparisons instituted between English and Latin Grammar at pp. 48, 51, 69, and 88, and occasional references to Greek and French at p. 64 and in other places are inappropriate in this country. The author has an almost feminine predilection for italics, and his language is often open to exception, as in the following sentences :—

"Thomas Moore…wrote many poems, of which some of his early ones are highly objectionable." p. 280.

"Sometimes also the imagery will be enlivened, not only by particularizing, but by individuating the object presented to the mind; thus, the Royal Psalmist says: "White as the snow in Salmon." p. 237.

The necessity for such remarks as the following is not very apparent :—

"It is, therefore, improper to say, 'Give me them books.'" p. 133.

"Thus were a poet to say, 'tenacious paste of solid milk,' instead of the simple word cheese, he would be introducing a metaphor that was forced and inelegant " p, 200.

"He belongs to the house, say, He owns the house." p. 171—See also p. 221.

In many minor points this Grammar seems to us inaccurate, but it is scarcely necessary to go into further detail.

Sullivan's Attempt to simplify English Grammar.

34. Sullivan's "Attempt to simplify English Grammar" was used for many years in our schools, and it is on the whole a good text-book. Some portions are too elementary, as, for instance, the animating hunt for nouns described in p. 12. On the other hand, the illustrations drawn from the Proceedings of the Philological Society at p. 94, the list of words at p. 200 showing the affinity between English, Anglo-Saxon, Danish, and German, the specimens of Anglo-Saxon and semi-Saxon at pp. 203—207, and of Middle English and Modern English at pp. 208—211, and the references to Latin constructions at p. 87 are too difficult. The chapter on Derivatives, although good, is perhaps too full, while the section on the choice of prepositions at pp. 176—177 is too short.

Thring's Principles of English Grammar.

35. Thring's Principles of English Grammar and Thring's Exercises in Grammatical Analysis are among the books sent to us for examination. They are in no way adapted to Indian schools, as may be gathered from the preface, from which we extract the following pertinent remarks :—

"What is Grammar ?

"That is the first thing to settle.

"Probably no familiar word is so diverse in its meanings to different speakers.

"Grammar to some seems to mean a history of a language, its origin, and changes.

"A set of rules for speaking and reading a language.

"A reservoir of all the words, idioms, usages, deviations from usage, possible or impossible, to be found in it.

"A mixture of all these. In fact, Grammar is taken to mean anything that can be said about a language. And Grammars generally mix up, according to the taste or knowledge of the writer, everything pertaining to the language treated of—letters, spelling, punctuation, &c.

"But, first of all, there is the broad distinction between Grammar in the sense of the common thought—laws by which every language in the world is controlled—and Grammar in the sense of the special laws of any one language.

"And, again, there is a vital difference in dealing with any one language as to what part of it is to be taught, and to whom.

"A grammar written for a foreigner ought to contain very much that is useless, or worse, for the natives of the country. A foreigner wants to learn to speak and read, the others speak and read with ease already.

"A Grammar written for the natives of a country ought, in like manner, clearly to follow out a definite line.

"The writer is dealing with persons who already speak and read the language; his business is to sort, arrange, light up, and put in an intelligent conscious shape materials which exist; a very different thing from supplying materials which do not exist as yet."

Arnold's English Grammar.

36. Arnold's English Grammar for classical schools is another book which has been submitted to us. It is, of course, wholly unsuited for schools in this country, but it is deserving of some attention, because it contains a course of exercises constructed on a new plan. "In most works of the kind the correction of errors is the task proposed; it is here the changing of one construction into another equivalent one."

Laurie's Outlines of Analysis.

37. Mr. Laurie, in his Outlines of Analysis, follows in the wake of Morell. There is nothing peculiarly deserving of notice in this book.

Laurie's Easy Steps to English Composition.

38. We have already intimated that in our opinion English composition should be taught in all the classes with which we have to deal, mainly by means of constant practice in translation. In Laurie's Easy Steps to English Composition, translation is entirely ignored. On the other hand, a good deal of space is devoted to poetical extracts to be paraphrased. As the system of paraphrasing is one which extensively prevails in this Presidency, some remarks on this subject may not be out of place. In England, we believe, the practice is known only in village schools and training colleges, and is tolerated in them solely because the pupils learn no other language but their own, and cannot, therefore, be exercised in translating. As far as we are aware, there is no country in Europe in which foreign languages are taught in this manner. The practice seems to us calculated to destroy all literary taste, and to accustom the pupil to a vicious and artificial style, which has never existed in English literature. One of the first lessons which a pupil ought to learn is that, if a great master of style has used a particular word, it is probably the best, and possibly the only word which he could have used. If he has placed a word in some particular position, he has probably had good reasons for doing so. Under the paraphrasing system all this is entirely lost sight of. The "words that breathe and thoughts that burn" are travestied in the grotesque phraseology of an Indian school-boy, and Shakespeare stands before us in rags, while Milton, maimed as well as blind, limps past on crutches.

39. Dictation exercises and paper work, coupled with general reading, seem to us the best correctives of bad spelling. Such books as Laurie's Manual of English Spelling may be useful in the hands of a teacher, but no such books are, we think, required by the pupils. Even in the hands of a teacher the book is one which would have to be used with some discretion. Such sentences as "the mill is still," "A Jew sat in our pew," "A lass rode on an ass" are scarcely the kind of exercises which are required in this country.

Laurie's Manual of English Spelling.

40. We are inclined to think that for the present Bain's Grammar may be retained in the sixth class, and that for the two next classes Sullivan's Grammar is on the whole the best suited of those which we have examined. We recommend, however, that a Grammar be specially prepared for those classes in which this subject should, according to our view, be studied in English. Such a Grammar should, we think, be less philological than Howard's, less analytical than Morell's, less philosophical than Bain's, less critical and historical than Hiley's. It should, we think, contain numerous exercises going thoroughly into the commonest faults of native composition, and dealing largely with those peculiarities of construction and idiom which Hindus find it so difficult to master. Every one is familiar with the mistakes daily made by all beginners with regard to the interrogative form of the verb and the use of the superlative, but every one does not know that the proper use of the article is in many cases never acquired at all by even the most advanced students. A considerable knowledge of what may be called the morbid anatomy of the English language seems essential to the production of a Grammar really adapted to this country. We recommend that the same arrangements which we have suggested with regard to the Readers be adopted with regard to the two Grammars which we have proposed. If, however, it is considered more expedient to offer rewards open to all than to entrust the work to picked officers of the Educational Department, we recommend that a prize of Rupees 1,500 be offered for an Elementary Grammar, to be first prepared in English, and then adapted to all the Vernacular languages of India, and one of Rupees 4,000 for a more advanced Grammar written in English.

Publication of an Imperial Series of Grammars.

41. We now pass on to Geography. According to the scheme of study the definitions and geography of the Madras Presidency are taught orally in the first class, and in the two next classes the pupils study the large text of the Manual of Geography in the Vernacular. The only English text-books in use are therefore W. Hughes' Geography for the use of Beginners and Duncan's Geography of India, which are prescribed for the fourth and fifth classes, and which are, we presume, revised in the sixth class,

Hughes' Geography for the use of Beginners.

although neither the subject nor the text-books are named. Hughes' Geography is an excellent book of its kind. It is quite up to date, and is very cheap, the price being only nine pence. There is, however, rather a sameness of typography, owing to which the most important features of the book do not readily attract the eye. The book seems also rather too elementary for the three upper classes of a Government school. It has been objected that a very disproportionate space is allotted to Europe, and especially to the British Isles, while India is disposed of in three pages; but, as the geography of India is studied through the medium of another text-book, this is not altogether a disadvantage.

Duncan's Geography of India.

42. Duncan's Geography of India is an interesting and well-written book, and is in many respects very well adapted to the classes in which it is used. Mr. Garthwaite remarks, however, that it needs division into lessons, arrangement, classification, and the use of striking type. At p. 12 it is stated that "Hindustani or Oordoo is the Vernacular of the Mahometans throughout the country." If this means that all Mahomedans speak Urdu, and that Urdu is synonymous with Hindustani, this statement is incorrect. The Mahomedans of the Deccan and of this Presidency speak, not Urdu, but Dekhni, which is another dialect of Hindustani, and there are many Mahomedans in different parts of India who speak no language but the Hindu Vernacular of the district in which they live. Hindee is described in the same page as "a dialect of Hindustani." Uriya is not named among the languages of India at pp. 12, 13, although, according to the last report of the Orissa Missionaries, it is the Vernacular of six-and-a-half millions. It is also unnoticed at p. 22 among the languages of this Presidency. The Native States and foreign possessions are not kept sufficiently distinct. Thus Mysore and Coorg are treated as politically forming a part of the Madras Presidency, and the French possessions can be traced only by referring to the notices of South Arcot, Tanjore, Malabar, and Burdwan. In the account given of the Ganjam District at pp. 27, 28, Chicacole is said to be the chief town, and Goomsur is spoken of as the chief town of the Goomsur Zemindary. The Dowlaishvarum anicut is described as having been recently built, and from the way in which Nursapore (spelt Nursipore) and Maddapollum are mentioned, it could scarcely be inferred that they are really almost one town. There are also other mistakes in spelling, such as Prabratiya, the mountain dialect of Nepal, p. 103, chuttiram, pp. 16, 24, chuttram, p. 158, and such etymologies as Sin-kha-bab, the lion's mouth, p. 4, and Sanscrit, Sancta scriptura, p. 13. The statement at p. 25, that all the agricultural laboring population of this Presidency live in mud-walled huts with thatched roofs, does not apply to large portions of the Ceded Districts. A modern Geography of India should, we think, give the names of the ancient divisions, such

as Anga, Vanga, Kosala, Vidarbha, &c. These names are constantly occurring in the Ramayana and Mahabharata, but the pundits who teach these books know nothing of geography, and as it is nobody's business to attend to this point, these names remain to many students as mythical as Mount Meru.

Manual of Geography of the Christian Vernacular Education Society.

43. We have examined several general Geographies with a view to ascertain whether we could find one superior to Hughes' Geography. The Manual of Geography of the Christian Vernacular Education Society was formerly read in English in the upper classes of our Zillah Schools, and is still used in the Vernacular in the lower classes. Mr. Garthwaite makes the following remarks on this book :—

"Of the Geographies now in use, the Vernacular Education Society's are an improvement on Clift's, the work formerly allowed; but any one who has had to teach from them knows how ill-adapted they are for teaching. Geography is the only branch of physical science professedly taught in our Middle-Class Schools, but it is so taught as to exclude nearly all the physical science, and so as to make it a mere string of names with some unconnected facts, which, resting upon no basis and having no associations, are forgotten almost as soon as they are learned. The physical geography of a country will in general explain much of its political and industrial geography, and even, as Guyot long since showed, of its history. Moreover, if geography is to be understood and remembered, two plans must be worked conjointly in teaching it: knowledge must not only be built up synthetically commencing from physical facts, but also classified analytically so as to be the more easily retained, and frequent use should be made of comparison. For want of this classification the boys taught in our schools retain scarcely anything of that geography they every week spend hours over. Take the case of productions and exports. Under each country in the 'Manual of Geography' is given a list of those, yet few boys, except when fresh from the lesson, can enumerate correctly the productions and exports of any country. When, however, the principle of classification has been resorted to, all the countries producing coal, say, being classified together, all those exporting cotton, those famous for fine breeds of horses, or as the native countries of particular animals, and so on, boys have been found to retain the facts for years. So with population and size of countries, the length of rivers and height of mountains, countries and towns noted for manufactures, as naval stations or great commercial sea-ports, for battles, and so on. Indeed the principle of classification should be continually resorted to, and if the facts, before being thus classified, have been trained out from their physical causes, three years of such instruction in geography would leave pupils in possession of a systematic knowledge of much more geography than is now

jumbled together, *rudis indigestaque moles*, in their heads after seven or eight years of learning from the present books on the present system. If now the books in use be compared with what I have above said, their defects will be apparent. The 'Manual of Geography' makes an occasional attempt at something like what I have described, but not on any systematic plan, nor does it, when doing so, appeal to the eye by *bold type* and *striking arrangement*—most essential features.

"There are two other defects. Much is given that might be suitable in a work of reference, but is out of place in a school book; for instance, long lists of mere names and arrays of figures that can never be remembered. Mere names should never figure in a school Geography; the situation of a place that has no fact connected with it worth recording might advantageously be left unlearned, or if it is to be learned, can be learned best from the map.

"Then, again, important facts are omitted; the account of the Madras Presidency, for instance, is most meagre, and that of Bombay still more so. Time fails, or numerous instances might be given.

"Moreover, the book seems to have been compiled from third or fourth hand authorities, not very reliable ones either. From the accounts of the Austrian and of the Turkish Empires no one would gather the truth as to the real relations subsisting between the Emperor or the Sultan, and the various states respectively under him. The accounts of those countries, and even of Italy and Germany, refer more to a state of things now obsolete (or never existing) than to the present. This also is strikingly the case in the account of Japan. So, too, the account of Africa is far behind modern knowledge. It would be easy to add instances if time allowed, *e.g.*, the distance of the earth from the sun is given at the old 95,000,000 of miles.* Even in India the obsolete divisions of the Moghul Empire are needlessly obtruded; the railways are scarcely mentioned; Ootacamund is put in the district of Coimbatore; of the Central Provinces a very unsatisfactory account is given, and places one constantly sees mentioned in the newspapers are omitted—Coonoor, Nynee Tal, Mussoorie, &c.

"There are also positive errors not a few; Tellicherry, for instance, is given as the chief town of Malabar, and Trichoor of Cochin; Mysore (p. 59) is given as a protected state under the *Madras* Presidency; the Nayars are said to have a custom of several brothers marrying one wife! If such mistakes are made 'near home,' how much reliance can be placed on statements made respecting 'far off'?

"Another feature I do not approve of is the references made to persons, facts, &c., quite out of the scope of the knowledge of Indian school boys, and concerning which no explanation is offered. 'Frederick

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* This has been corrected in the last edition.

Barbarossa,' the 'Teutonic Knights,' the 'Durani Empire,' 'Charles XII.,' 'Soult,' 'the Ancient Campus Martius,' 'Don John of Austria,' 'Mahomet Ali,' 'Saladin,' &c., all come in like shadows, and they so depart. In Indian school books knowledge should not be assumed in this way.

"Lastly, the names of places should have had their pronunciation given. For want of this many of them are now habitually mispronounced even by the teachers."

We concur generally in these remarks. The information given in the Manual is often copious and interesting, but the style is poor, and the facts are not so well arranged as they might be. One excellent feature in this book is the introduction of woodcuts, but although these are judiciously selected, some of them are wretchedly executed. Cairo at p. 164 is a mere smudge, and the Aurora Borealis at p. 181 is, if possible, worse. The bad paper on which the edition of 1873 is printed also detracts very much from the appearance of the book. One strong objection to the adoption of this Manual as a text-book for Government Schools is that it is full of allusions—we may almost say offensive allusions—to Christianity. At p. 9, for instance, it is stated that "Christianity is the only true religion; Mahomedanism, Buddhism, and Hinduism are the principal forms of religious error." At p. 103 the pupil is told that "the people of India ought to embrace Christianity themselves, and endeavour to spread it among others." Other passages of a similar character might be quoted from pp. 8, 10, 14, 21, 23, 103, and 212. There is a smaller edition of this book called the Outlines, which does not call for any special notice, as it merely consists of the large print of the Manual.

Mackay's Outlines of Geography.

44. Mackay's Outlines of Geography is, as regards paper, type, and arrangement, far superior to the Manual. It is also cheaper, being priced one shilling. Although purporting to be an elementary Geography, it contains more matter than Hughes' Geography, and, as regards strings of mere names, it is sufficiently full, perhaps too full for the purposes required. The prominence which it gives to the river systems is a useful feature in this book; but, with this exception, physical geography does not receive sufficient attention. The edition with which we have been furnished was published in 1870. Strasbourg and Metz are accordingly spoken of as belonging to France, and Napoleon III. as the reigning Emperor. But in many instances the statistics are not up to date, even with reference to 1870. Thus at p. 12 the exports, imports, revenue, expenditure, and national debt of Great Britain are given as they stood in 1865; at p. 84 similar figures for Canada relate to 1860. Generally speaking, nothing is said about the form of government in the countries described, and the provinces are either not named at all, or are only incidentally alluded to. Thus under the head of Turkey

there are incidental references to Albania, Thessaly, Bulgaria, Roumelia, and Servia, but under the head of Austria there is not even this. Exception may be taken to the statement at p. 54, that the Hindus are for the most part Brahmins, and to Ceylon being described at p. 59 as one of the seven presidencies of India. There is a chapter on sacred geography, which is not wanted in secular schools. On the whole the book seems to us too dry and meagre.

Clyde's Elementary Geography.

45. Clyde's Elementary Geography is also unexceptionable as regards paper, type, and arrangement. It is larger and fuller than Mackay's, but is more expensive, being priced eighteen pence. The distinguishing feature of this book is its admirable bird's-eye view of each continent and country. The explanations given of physical facts, and of the connexion between these and other classes of facts, are often clear and striking. As instances we may quote the explanation of the reason why musquitoes, although unknown in England, make their appearance in the Arctic regions, p. 6; of the difference in the rainfall of the different zones, p. 6; of the effect which carboniferous rocks and a temperate climate have in producing an industrious and powerful nation, p. 17, and of the reason why the vine flourishes on the southern slopes of the Carpathian mountains. Political geography is also far better taught in this book than it is in Mackay's Outlines. Everything is brought up to date, and when necessary a glance is cast at recent events which have changed the Geography of Europe, and which boys in the upper classes of a Zillah School will probably not find in any of their text-books. The various stages by which Italy, after being the most divided country in Europe, has, between 1858 and 1870, attained to unity are, for instance, clearly shown at p. 87. The different kingdoms, duchies, and provinces which constitute the Austrian Empire are all given at pp. 72, 73. Some acquaintance with the names and position of the ancient provinces of France is almost indispensable to the intelligent study of history. Nothing of this sort is to be found in Mackay. This book gives just about what is necessary under this head, and it mentions, which the other book does not, that modern France is divided into departments. As in Mackay, there is a chapter on sacred geography, which is not required.

Laurie's Geographies.

46. Laurie's Primary Geography in three parts is a book of a much more elementary character than any of those which we have been reviewing. Even if translated, it would not be at all adapted to the junior classes of Indian schools, as Great Britain fills the whole of Part II. and nearly half of Part III. The plan of Laurie's Manual of elementary Geography is a very good one for England, the British Empire, and the various possessions of the English Crown being given in great detail at the beginning, and sacred geography being minutely gone into at the end; but this

arrangement is not a good one for India, and there is nothing specially calling for notice in the book. Hill's Geography of India, which also belongs to this series, seems to us greatly inferior to Duncan's Geography. The Madras Presidency, which is the most important part here, is disposed of in ten pages, and the book concludes with a sketch of Indian History, too short to be of any practical use. The spelling in many parts of the book is open to exception, as "Shateyas," the second of the four great classes of Hindus, p. 27, "Bats," wandering minstrels of Gujerat, p. 40, and "Affgan," p. 18.

Conclusions arrived at by the Committee with regard to Geographies.

47. The conclusion to which the majority of us have come to is that Clyde's Elementary Geography should be substituted for Hughes' Geography. Some of us think that it is rather too full and minute for the classes with which we have to deal, but it must be remembered that there is a probability of the Matriculation examination in general geography becoming a final examination; and if an additional class is introduced, as we have recommended, between the present third and fourth, the pupils will have four years for 210 lessons comprised in 156 pages. For the Geography of India we recommend a revised edition of Mr. Duncan's book. In this subject we think that each Presidency should have its own text-book. A pupil ought to have a tolerably minute knowledge of his own Presidency, and a more general knowledge of the other portions of India. This object cannot be attained by the adoption of an Imperial Geography of India. It is to be regretted that neither of the text-books which we have recommended contains a single engraving. In this respect useful hints may be derived from such old-fashioned books as Goldsmith's Grammar of Geography. Every school should be provided with large colored engravings of the varieties of the human race, the costumes of the principal nations, strange animals and birds; such natural phenomena as the Aurora Borealis, the mirage, volcanoes, geysers and waterspouts; sketches of scenery and celebrated towns, of such buildings as the Kremlin and the Taj Mahal; such scenes as ships sailing among icebergs, sledges drawn by reindeer, a harpooned whale upsetting a boat, a caravan surprised by the simoom, men collecting eider-down being hauled up and down in baskets, a prairie on fire, a Spanish bull-fight, a slave market, the bastinado, &c. These engravings should be hung up on the walls or bound up in volumes, and should be frequently referred to in connexion with the geographical lessons.

Maps.

48. The importance of good school maps in connection with this subject need scarcely be insisted on. The following extract from Mr. Garthwaite's report shows that there is considerable room for improvement:—

"This seems the place to say a word on the maps in use. Even the

English maps are not the best for schools; they are too crowded. It would be well if one specimen of each series of maps published at home (they are not many) were sent for and a selection made of the best. The English maps of India are the worst that come out to us. But the Map of India (Symonds') specially prepared in this country for Government is utterly bad. In the first place it is very badly drawn and lithographed; secondly, the position of places is often incorrectly laid down; thirdly, the selection of places is often bad, places of no importance being put in, and others of importance left out; and, fourthly, it is obsolete. Instead of the Presidencies and Lieutenant-Governorships, &c., and the various Native States being clearly marked out, it is attempted to show the obsolete divisions of the Moghul Empire. (I say attempted, because the map is not reliable in this respect.) One tries in vain to trace the Madras Presidency or the Nizam's Dominions. Even the Collectorates shown are the divisions of twenty years ago, and where changes have been made in this respect they are quite unrecognized. The railways, too, are left out; so, too, are many places of historical interest, while the physical features of the country are not at all effectively brought out. Altogether it is impossible to teach Indian Geography well with this map."

Mr. Barrow also speaks to the same effect: "Most schools are very badly supplied with maps and suitable gazetteers and geographies. I can at least speak for the Calicut and Rajahmundry Provincial Schools, neither of which contains half the number of good maps they should have. Outline maps of every country should be supplied. We have not one such map at Calicut." We have not gone into the details of this question. There is no information before us as to what maps are actually in use in different classes of Government Schools, and no conclusion could be arrived at as to what are the best English maps, except in the manner indicated by Mr. Garthwaite. With regard to Vernacular maps, the Public Instruction Reports of the last two years show that great progress has been made lately. Vernacular maps have been completed of all the districts except Ganjam and Vizagapatam; arrangements have been made for the preparation, by Mr. James Wyld, of complete maps of Europe and Asia with Tamil names, and the execution of similar maps in Canarese and Malayalam has been entrusted to the Bâsle Mission Press and its agents in Germany.

Criticisms received on the historical course.

49. In History the only English text-books prescribed are Morris' History of India for the fourth class and Collier's History of the British Empire for the fifth class. We presume that it is intended that these books shall be revised in the sixth class, although this is not expressly mentioned. Before stating our own views we shall quote the criticisms which we have received on this part of the scheme of study. All that Mr. Bowers says is as follows:—

"Morris' History of India is not a good text-book, yet I am unable to suggest another which would not be open to as much objection. The defects of Morris' are the little attention given to specially Hindu history, the profuse military details, and the confused arrangement. A good History of India, suited for junior students in clear, simple, idiomatic English, has yet to be written."

Mr. Garthwaite's remarks include the vernacular histories, but we shall quote the passage as it stands :—

"Regarding the histories in use. Those I have met with are Morris' Histories of India and of England, either in English or the Vernacular, Collier's History of England and the Brief Sketches. The Histories of England are written in a puerile style, Morris' especially so, and have the usual foolish stories. I would suggest that for English History the new School History of England, recently published as part of the series being issued by the famous English Historian, Freeman,—a work not compiled secondhand, but drawn up direct from original sources—be adopted and translated. I say translated, because I think that in classes below Matriculation, history can be studied in the Vernacular. At best boys get but hazy notions of history, and if the mistiness that arises from their imperfect and incorrect knowledge of English be added, the result is likely to be very nearly worthless. Morris' History of India is disfigured by an attempt at fine writing, and the British period is the only part where anything is told with sufficient distinctness. I find boys who have gone carefully through the book have but vague and scattered ideas of the history of India prior to Clive. An attempt to give a more complete history than has hitherto been given in any one book is made in Dr. Pope's Text-book of India, but that work is too large for lower classes, and, moreover, is not free from inaccuracies. If Dr. Pope would prepare a reliable condensation of his work with a better series of historical maps (for these are almost essential in teaching history) we might have a chance of a useful book. As far as possible original authorities should be consulted. No mere verbiage of descriptive fine writing should be allowed.

"As for the 'Brief Sketches' I have not a copy by me to refer to, but my opinion of them is that they are utter trash, as full of prejudice as they are of false history. Translations of small works, like 'Freeman's Introduction to General History,' should be substituted for these milk-and-water treatises. In those you would get reliable information and sound views of history.

"A good deal of history might be taught by substituting well-written historical biographies for some of the trashy stories in our Vernacular Reading Books. Historical wall-maps and genealogical and other charts should hang open on the walls of school-rooms."

Mr. Barrow does not enter into the merits of either of the existi text-books, but considers our present mode of teaching history radica defective :—

"In an article entitled 'Teaching History Backwards,' the *Indi Observer* of July 29th, 1871, says: 'Of all subjects that are bac taught in English schools, history is that which is taught worst, esp cially English History. Some confused ideas of Canute sitting on t beach, of Alfred the Great minding the housewife's cakes, and of Ki John singing the Magna Charta, with a back-ground of Henry t Eighth and his numerous wives in various stages of decapitatio represent the ordinary schoolboy's knowledge of the history of l country.'

"This is perhaps rather a flippant way of putting the matter, but fear it is only too accurate.

"The article goes on to say: 'It may be a right method of teachi the history of ancient empires or peoples to begin from the earlie times and take the scholars down to the latest. But with regard our own history, or the history of any contemporary nation, we belie it to be a great mistake. Mr. Francis was right in having his s taught English History backwards. And the great knowledge constitutional history and acute perception in current politics that S Philip Francis displayed showed the wisdom of his father's metho One reason appears to us alone sufficient to establish the superiority teaching modern history backwards. It is of far more use to a ma have a correct knowledge of his own times and their immedi antecedents than to be even well-informed in the politics of his rem ancestors. We admit, of course, that without a knowledge of earliest history it is impossible fully to understand the phenom of our own day. But how many boys can be so thoroughly instructe And if it is not impossible, in the ordinary course of a school educati to give this thorough teaching, would it not be wiser first to impart t more useful and necessary knowledge? Many boys, after they lea school, from want of time or inclination, let their knowledge rema much where their masters left it. This is especially the case with th poorer classes. They would, we think, find a knowledge of th present and immediately antecedent history of their nation far more useful to them as citizens than even an accurate acquaintance with the doings of past generations.'

'What a pity, then, that no one in the Educational Department has had the courage to give a more intelligent system to the Indian schools But no. On they go in the old groove. The younger the boy, the lower the class, the more ancient are the dry records that he is compelled to learn as history. Except for the language they are written in, and for the difference of names, the School Histories used here are

exact counterparts of those used in England. Boys are taught in the village schools a meagre chronicle of some few facts, chiefly of a personal nature, relating to Akbar, Jehangeer, and the rest, and there it ends. If they know the name of the nation under whose rule they live, for even that amount of useful knowledge they have to thank some one else. These modern and unromantic times are not treated of, in the school curriculum. Now we think this is simply a blind unreasoning imitation of one of the worst features in English.'

"The above seems to me to go to the root of the matter and to point out a great defect in the way history is taught in our schools. The whole of the text-books want revising both in history and its cognate subject, geography."

50. Morris' History of India is read in our schools first in the Vernacular and then in English. It seems obvious that the same history cannot be equally well adapted to every age and every stage of progress, and there is but little doubt that this history is better suited for young boys than for more advanced ones. Sir Alexander Grant, when he was in this Presidency, condemned it as being a "congeries of facts," and recommended the introduction of some text-book, affording more food for thought and reflection. The Hindu period is disposed of in ten pages. Nothing is said of the Aborigines and the successive waves of conquest in early times. The Vedas are not even named. There is not the slightest allusion to the rise and decline of Buddhism, the Jains, the origin of the temples of Southern India, the distinction between the Aryan and non-Aryan races, and the light thrown on the early history of India by its languages, coins, and inscriptions. Hindu literature and philosophy are altogether unnoticed. The Mahomedan period occupies only 22 pages. Nothing is said of Mahomedan literature, although we are under great obligations to some of the Mahomedan historians. The book is mainly a history of the British conquest of India, and is full of animated descriptions of battles and sieges. The narrative is generally clear, and not encumbered with too many details. Exception may be taken to the tone of a few passages. Thus the following remarks on the character of the Hindus occur at p. 7.

Morris' History of India.

"Their most common failings are timidity, untruthfulness, indolence, and litigiousness. * * * They do not, however, appear to live according to any fixed standard of goodness—to act, in a word, from principle."

It seems rather hard to compel every Hindu boy to repeat such sentences as the above. The passage with which the book closes is out of place in secular schools.

"And, far above all, the good seed of our glorious Faith has been sown, and it will never cease to bud and blossom so long as India has a name among the nations of the earth."

The account given of the mode in which the English extended their dominions is in general too favorable to them. Many transactions, which are totally indefensible, are glossed over, and the general spirit in which the history is written is shown in the following remarks on the growth of the English Empire in India, which occur near the close of the volume.

"We have seen it steadily increasing from year to year, until, for wise and good purposes, it has been permitted by the Supreme Ruler, who orders every event in history and in life to reach its present gigantic limits. This permission has undoubtedly been granted for the benefit of India." p. 290.

51. We think that Morris' History of India should be replaced by some more suitable book. The bulk and price of such Histories as those of Marshman, Murray, Macfarlane, Garrett, Dr. Pope, and Colonel Meadows Taylor would alone be sufficient to exclude them, but there are two recent Histories which deserve special notice. Hunter's History of India is a great contrast to the one which we have just reviewed. From the outset the author appeals to the pupil's reason, and shows that the course of history is regulated by general laws, and not by a series of special interpositions of providence. The Hindu period is described in considerable detail, and a great deal of interesting information is given on subjects which are entirely omitted by Mr. Morris. The sketch of the Mahomedan period is also fuller than Mr. Morris'. As regards paper and type this book is far superior to Mr. Morris', and it contains several excellent woodcuts. Being designed for youths of fifteen or sixteen, some of the disquisitions in it are rather too difficult for the fourth class, but it is on the whole a most interesting and instructive volume. It is, however, specially written for Mission Schools, and contains so many remarks on Hinduism and allusions to Christianity, that it is, in its present shape, unfit for adoption as a text-book in Government Schools.

Hunter's History of India.

52. Lethbridge's History of India is entirely free from this objection and has many of the good points which place Hunter's History in an altogether different category from Morris'. In one respect it is superior to either, being the only History which contains a sketch of Hindu and Mahomedan literature, but this portion and a good deal of the introduction could scarcely be read in any class below the sixth. On the whole, however, this History is written in a dry and almost repulsive style, and is altogether much too crowded with unimportant names and insignificant events. As instances we may refer to the list of the 34 kings from Mahomed Ghori to Ibrahim-bin-Sikandar at pp. 34, 35, to the details given regarding each of them, and to the chapter on the History of the Deccan.

Lethbridge's History of India.

53. Collier's History of the British Empire is a very good History. The portions relating to the social condition of the people are exceedingly interesting, and there is a useful little chapter on the British constitution. The chapters on the History of Scotland and Ireland are not required for the Matriculation examination, and the edition before us, if the latest, is not quite up to date, having been published in 1868. As this book is a little bulky and better adapted to the sixth than to the fifth class, we have deemed it necessary to examine a few other histories.

Collier's History of the British Empire.

54. Morris' History of England, which was formerly used in our schools, does not go beyond the year 1858. It is written in a simple style, well suited to beginners, and, with the exception of a passage about the story of redeeming love, does not contain anything to which a Hindu could object. In many respects it resembles Morris' History of India. It appeals too much to the memory of the pupils, and hardly enters at all into the social condition of the people and the progress of literature, science, and art. A strong Protestant bias pervades the narrative. No boy could guess, from the way in which the reign of Edward VI. is told, that it was distinguished for religious persecution, and that it was the Reformers who set the example of burning men and women for heresy. Edward VI. hardly exhibited a "manly and pious disposition, and a sincere desire to what was right," when he was cajoled into nominating Lady Jane Grey as his successor, and persisted in his determination in spite of the remonstrances of the judges. At p. 206 in the reign of Mary we are told that, although Protestants "had in a few instances been guilty of the abominable crime of persecution, they were the first to acknowledge its heinousness and to shun it." Hallam remarks that "persecution is the deadly original sin of the Reformed Churches," and even in the reign of William III. it was Protestant divines who, in the case of Thomas Aikenhead, "perpetrated," in the words of Macaulay, "a crime such as has never since polluted the island." Elizabeth is painted in far too favorable colors. We hear nothing of the persons whom she put to death for their religious opinions, a number computed at 134 by Challoner, at 191 by Dodd, at 204 by Milner, and at 160 by Hallam—*vide* Buckle's Commonplace Book, Art. 604—nor is anything said of the fearful extent to which torture was resorted to during her reign under the pretext of treason. With regard to Mary Queen of Scots we are told that Elizabeth "appeared to be deeply grieved at the necessity which existed for her cousin's death," p. 215, and that "her conduct may have been politic, but it was most certainly unkind," p. 214. Even the historian of childhood is, like all other historians, a judge, and is bound to sum up the evidence impartially, and to pass a sentence which bears some proportion to the heinousness of the offence. Such unmerited praise,

Morris' History of England.

such feeble censure, must blunt the moral sense of the youthful reader; such suppression of well-known facts may at some future period excite his indignation.

55. Mrs. Markham's History of England has been suggested to us. It has long been a favorite book among English mothers, and was probably one of the earliest works which made English History interesting to boys and girls of about ten, but it does not seem to us at all suited as a text-book for the upper classes of a Zillah School.

Mrs. Markham's History of England.

56. Ince and Gilbert's Outlines of English History is another book which we have been asked to examine. Although the edition before us is labelled "The 425th thousand," and appears to have secured the approval of the *Athenæum*, we cannot say that we are favorably impressed with it. John Stuart Mill thought that the proper way to teach a boy history was to turn him loose into a historical library. The authors recommend that "a reign or a portion of a reign be first committed to memory as a lesson," and they have prefixed to the history some wretched doggrel, which is also to be "learnt perfectly," with a view to fixing the principal facts and dates in the pupil's memory. The general plan of each reign is detestable. In the first line the king is born, in the third he is married and has a number of children, and about the seventh line he dies and is buried. Having thus rapidly disposed of him, the author next proceeds to discuss his character without saying anything of his life or actions. Then follows the history proper divided into (1) wars and (2) memorable events. Sometimes, as in John's reign, we have such a history of a war as this—

Ince and Gilbert's Outlines of English History.

"(1). With Philip II. of France (1213)."

and not the smallest explanation is vouchsafed as to what the war was about or what happened during the course of it. The style is often objectionable, as in the following passages:—

"The Saxon ladies were much given to bathing, using the baths which the Romans had left them, and setting an example and national bias towards personal cleanliness." p. 26.

"If the party went a distance, they took up their lodging either at an inn, or guest-house, or at a private *paterfamilias'*, who was disgraced if he refused to grant hospitality." p. 26.

"What a contrast this son is to that of his grandfather, when his mother was about to be legally murdered." p. 106.

Notwithstanding these defects, this book contains a great deal of interesting and often curious information.

57. Miss Edith Thompson's History of England forms a part of Freeman's historical course for schools. There is no higher authority on this subject than Mr

Edith Thompson's History of England.

Freeman himself, who makes the following remarks on this book :—"I can honestly say that it is the result of genuine work among the last and best lights on the subject. I believe it to be thoroughly trustworthy, and that it will give clearer and truer views on most of the points on which clear and true views are specially needed, than can be found in any other book on the same small scale." As an exemplification of these remarks, we may observe that among all the text-books which we have examined this is the only one which shows that there never was a regular heptarchy in England. Notwithstanding, however, its undoubted merit this book seems to us rather too short for our purpose.

Laurie's English History.

58. Laurie's English History, or Our Country's Story told by a Lady, is an imitation, on a small scale, of Dickens' Child's History. It seems too simple and elementary for the upper classes of a Zillah School.

Hill's Facts and Features of English History.

59. Hill's Facts and Features of English History, which also belongs to Laurie's series, is written on a peculiar plan which does not commend itself to us. It consists, as explained in the preface, of a series of reading lessons, in which an attempt is made to "delineate the characteristic individuality of the times described," by grouping "the essential facts in a biographical form around personages of historic note or central interest." Attached to each of these reading lessons there is a series of memory exercises, in which the principal facts are chronologically arranged, and which "are intended to be employed as materials for the composition of independent themes." It is assumed that the facts stated in this succinct form "will be illustrated by the teacher or amplified from other sources."

Smith's Primary History of Britain.

60. Dr. William Smith's Primary History of Britain is mainly intended for elementary schools, but has much to recommend it.

New School History of England.

61. The New School History of England, by the author of the Annals of England, is no ordinary compilation. It is "constructed on the new plan of consulting original authorities, and thus throwing new light on events and persons hitherto misrepresented or misunderstood." One peculiarity of the work is that it commences with a geographical outline of the British Isles, and is illustrated by maps showing the ancient and modern divisions of the country at various periods. The bulk of this book places it, however, nearly in the same category as the Student's Hume and other similar text-books.

Conclusions arrived at by the Committee with regard to Histories.

62. We shall now proceed to state the conclusion we have arrived at after examining these histories of India and England. We are not satisfied with any of the existing histories of India. Unfortunately that

history is one which can scarcely be made very instructive. There are few political lessons to be learned from the history of despotism, in whatever form that history may be presented. H. Spencer well remarks :—"The biographies of monarchs (some children commonly learn little else) throw scarcely any light upon the science of societies. Familiarity with court intrigues, plots, usurpations or the like, and with all the personalities accompanying them, aids very little in elucidating the principles on which national welfare depends." This especially applies to the Mahomedan period, during which the history of India is more confused and perplexing than even the history of mediæval Italy. We think that Mr. Hunter's book is the most successful attempt to grapple with these difficulties, but we are unable to recommend the adoption of his history for reasons which have been already stated. On the whole, the majority of us prefer Lethbridge's History to Morris', but in its present form it does not seem sufficiently attractive and interesting to deserve a permanent place in the curriculum. We recommend, therefore, that the same arrangements which we have suggested in other portions of this report be made for securing the preparation of an imperial history of India. In the event of a prize being offered for a text-book, the amount should, we think, not be less than Rupees 5,000. With regard to English History, it does not appear necessary that any special text-book should be prepared in this country. We have arrived, with some hesitation, at the conclusion that Collier's British Empire should, for the present, remain in possession of the field, but new school histories of England are continually coming out, and if a better one appears, it should, of course, be adopted. In making these recommendations, we have not been able to give effect to Mr. Barrow's proposal to teach history backwards. As far as we are aware, there are no text books in which this theory has been reduced to practice, nor do we see any mode in which his suggestion can be carried out.

Colenso's Arithmetic.

63. A vernacular adaptation of Colenso's Arithmetic is used in the lower classes, and in the fourth class the English version is the text-book. No book is named for the fifth and sixth classes, but we presume that the same text-book is intended to be continued. The only remarks which we have received on this subject are from Mr. Garthwaite, who writes as follows :—

"As regards Arithmetics I would remark that Barnard Smith's Arithmetic is in use in some schools. It is not a book adapted for use in this country. Among English Arithmetics Bradshaw's, and among Vernacular ones the translation of Colenso's, are on the whole useful books, but they could be improved. All the exercises on the simple rules are of a mechanical nature, no practical applications being given till after Reduction. Hence children who leave (as many do) from the

lower classes get no ability to apply to practical life what they have learned. And even further on, when problems on the application of the rules are given, there are too many taken from English books or in other ways of little profit to Indian children. There is need of a book which should be of a more practical character, and should deal more with what boys will want when they leave school. The arrangement should be such as to bring the pupils on soon to such calculations. In Malabar and Canara I have the application of the rules to Indian money taught from the very first, and have prepared Canarese and Malayalam Arithmetics on this plan.

"In many schools boys do not learn Interest and Practice—two rules really of much use—till they get into the fifth or sixth class. 'Stocks' is taught solely in reference to the English funds, instead of being applied to Indian paper, the usages respecting which are, I believe, in some respects slightly different. So with 'Exchange.'

"Our books also contain no references to the native systems of keeping accounts. A clear explanation of the revenue system of measuring lands appears to be a desideratum.

"A carefully-framed system of mental arithmetic, adapted to the money weights and measures, and customs of buying and selling of the country, is also much needed. I have not met with any such.

"And, generally, more stress might, with advantage, be laid on the use of the most compendious and expeditious methods.

"Natives now have a feeling that what their boys learn in school is of no practical use."

We shall have to revert in another part of this report to the subject of arithmetic in the lower classes, but even in the upper classes it is obviously desirable that, if an English text-book is made the basis of instruction, the fact that the pupils are living in a country in which the ordinary weights and measures are not English should not be lost sight of. There are, of course, no tables of Indian weights and measures in Colenso's Arithmetic, and some of the questions relate to such matters as the number of people who walk over Waterloo bridge daily, the number of admissions to the Tower Armoury, the weight of the iron rails around St. Paul's, the weight of the battering ram employed by Titus against the walls of Jerusalem, the worth of an Attic drachma, the value of the free-will offering of 16,750 shekels made by the captains of Israel after the destruction of Midian, the solid content of the Ark, and the amount receivable in kind by a clergyman who commutes his tithes, pp. 30—33. Colenso's Arithmetic has had a long trial in teis Presidency, and is undoubtedly a valuable text-book, but it may be doubted whether it is the best.

64. Barnard Smith's Arithmetic, which was in use for some years in our schools, seems to the majority of us superior in clearness of explanation and variety of examples, not only to Colenso's, but to every other Arithmetic with which we are acquainted. The only objection to it is that decimal fractions are placed before the compound rules. If it were absolutely necessary that the rules should be studied in the order in which they stand, this might be an objection in the elementary classes, but according to the theory of the scheme of study the pupils are supposed to have learned the compound rules before any English text-book is put into their hands, and in a general revision of the subject we see no objection to the method adopted by Barnard Smith. Mr. Barnard Smith has, in fact, himself practically provided for this arrangement, for in his shilling book of Arithmetic for National and Elementary Schools he has placed the compound rules in their usual place.

Barnard Smith's Arithmetic.

65. Mr. Bradshaw has sent us a series of arithmetical books, specially prepared for this country. His Handbook contains an excellent series of examples adapted to the weights, measures, and currency of British India, and includes specimens of questions set at the University Examinations. His arithmetic contains the same examples with all the necessary explanatory book-work, but there is nothing particularly original in these explanations. The Standards' Arithmetic is a collection of examples chiefly designed for elementary schools. All the arithmetics to which we have hitherto referred are all well known in this Presidency. Some of us have also looked into Hensley's Figures Made Easy and Hensley's Scholar's Arithmetic, Brook Smith's Arithmetic in Theory and Practice, Hamblin Smith's Arithmetic, Merrifield's Technical Arithmetic and Mensuration, and Laurie's Standard Manual of Arithmetic.

Other Arithmetics.

66. The conclusion at which we have arrived is that Colenso's Arithmetic should be replaced by Barnard Smith's, and that Bradshaw's Handbook should be used in connexion with the latter.

Conclusion arrived at by the Committee with regard to Arithmetic.

67. Colenso's Algebra was formerly used in this Presidency, but has been superseded by Todhunter's Algebra for Beginners. This is an excellent text-book, and, as far as we are aware, the best yet published.

Todhunter's Algebra for Beginners.

68. There is in England what the *Saturday Review* describes as "a conspiracy to depose Euclid," but no one has as yet ventured to proclaim Euclid's successor. The subject is referred to by Dr. Murdoch in his pamphlet, but it can scarcely be within our province to discuss such a question. As long

Euclid.

as acknowledge of Euclid is demanded for the University Examinations, Euclid must be studied in our schools.

III.—Telugu Text Books.

69. Before stating our own views on the Telugu Reading Books, we shall quote some of the criticisms which we have received, and we may premise by explaining that, except in Poetry and Grammar, all the Telugu and Tamil books are in substance identical. Mr. Garthwaite writes as follows :—

Mr. Garthwaite's remarks on the Vernacular Reading Books.

"Of the Reading Books in Tamil and Telugu I cannot speak highly. The First Books begin with the alphabet, and till a child has learned all the combinations in Telugu, some half thousand, he cannot read the first half dozen lessons. Now even an intelligent child takes, in most elementary schools, a year before he knows the alphabet sufficiently to begin to read. I have made, in Canarese and Malayalam, First Books on a different plan, by which one or two combinations, beginning with the easiest, are taught at a time, and combined into easy words, and then, after the first two or three lessons, into easy sentences. On this method the child, from the beginning of the alphabet, learns to read, and by the time he has learned the whole alphabet, can read fluently long stories.* On this method children learn to read in three or four months, and even dull children, not knowing a letter when they begin, read fluently in six months.

"I have not at hand any Telugu books for reference, but I note in the Tamil First Book that many sentences are of the most trivial character. In examining in the first part of this book for result grants, I have to question on the meaning, but it is difficult to find sentences on which questions can be asked. They are all either too trivial, or, like many of the proverbs and aphorisms, beyond the comprehension of young children. Of such proverbs, I admitted some into my own First Books, but in all three languages the teachers are unsuccessful in getting them understood; their pithiness makes them unsuited to to young digestions.

"Part II. of the First Book is, I think, too difficult.

"The Tamil Second Book I like on the whole, but some of the lessons are very trivial. What is the use of telling children that 'a cow has four legs and four feet' (Lesson 57), or that 'men have two ears, one on each side of the head' (Lesson 2), or that 'cows give milk' (26), and so on, little bits of unnecessary attempts at information, of

* "I made a similar experiment in English, and in three months taught a dull East Indian Portuguese girl to read. Want of time has prevented me revising my book for publication."

which the book is rather too full. With proper First Books, such as I would undertake to make in Tamil and Telugu, boys would get over the merely *mechanical* difficulty of reading in the First Book; the Second Book should be a course of useful and interesting reading. How can reading be either, if boys are gravely informed of what they already know very well? In English the difference between the sound and spelling of words, and the difficulty of making out the mere words, may furnish some excuse for very trivial matter, but the case is different in Indian languages with alphabets formed on the scientific phoneticism of the Sanskrit. I think that after the First Book the matter of Vernacular Reading Books should be decidedly interesting and instructive.* I may point out, too, that in the Tamil Second Book some of the so-called 'moral stories,' *e.g.*, Lessons 90 and 93, are not entitled to be so called. In the Third Book (I speak from memory, not having a copy by me) the stories from Hindu books might, with advantage, be replaced by some good historical Indian biographies. The scientific portions of the Third Book are, I fear, too often beyond the comprehension of many who have to teach them. Still I think such matter very essential. Notes and explanations are needed, however, even for the teachers, and the lessons should be illustrated with greater detail of familiar illustrations."

Mr. Bowers' remarks on the Telugu Readers.

70. The following remarks are taken from Mr. Bowers' report:—

"Coming to Telugu books there is one regarding which there is a general chorus of disapproval among Hindu teachers, and that is—

"I. Selections from Vemana—the poetical text-book for the third class. The language and style are devoid of any poetical merit, and on that score the book is too easy for the third class; but the chief objections rest on the satire which it contains on points of Hindu practice and doctrine, and on the difficulty which teachers find in explaining the abstruser truths embodied in some of the stanzas. One Head Master of a large school in this division, an intelligent man and a graduate of the Madras University, has suggested that the book was originally adopted on the recommendation of the Missionaries; that 'it teems with views quite repugnant to Hindoo feeling, and is calculated to create an impression that the Government is trying to proselytise the Hindu boys to Christianity.' One can well understand the dislike of Brahmins to the book, and it is to be remembered that at least four-fifths of our teachers are Brahmins. My own opinion is in favor of its discontinsuance, much as I approve of a good part of Vemana's teaching. But orthodox Hindus have as clear a right to complain of being called on to teach heresy as the clergy at home would have to

* "I append the preface and table of contents of a Reader I have made in Malayalum. It is now in use throughout Malabar."

complain of the introduction of some catechism of dissent into all the National Schools.

"II. Nala Charitra is promised in an 'expurgated' form, I observe, so nothing much need be said about it. I have alluded already to some difference of opinion expressed regarding this book. I give my own opinion with diffidence, having read scarcely a third of the poem, and that was some four years ago; but, though I found it difficult and, to my taste, puerile, I have no recollection of meeting with any expressions that could be called 'indecent,' and should not think of objecting to it on moral grounds.

"III. Niti Sangraham is generally approved of by Hindu teachers. The style is superior to that of Vemana, but in my judgment the vigorous satire of the latter is more interesting and instructive than the puerilities and platitudes of 'Niti Sangraham,' which, like some of our own religious poetry, contains a large amount of undeniable rubbish.

"IV. The Third Book of Lessons contains a fair amount of instructive reading on the very topics, regarding which it is desirable that our scholars should know more than they do. The style of the book is, however, too easy for its place in the series, if the first three chapters be excepted. Very few of our schoolmasters are competent to teach those chapters, still I do not propose their removal. Rather allow them to remain, that masters who are able to explain them may give their scholars some instruction in the elements of natural science, while others may omit them at pleasure. But if the lessons on Palestine, India, and Moses, 51, 52, 53, that on the crowning of Rama, 70, and all the stories from the Panchatantra were omitted, and in their place were inserted the lessons on Natural History from the Second Book of Lessons, relegating the fables and easy stories of the Second Book to the second part of the First Book of Lessons, two Readers, a First and a Second, might thus be formed out of the present three, allowing Panchatantra to occupy the place of the Third Reader. In the second part of the First Book are some lessons far too difficult for the young children who have to use this Reader, more difficult indeed than any lesson in the Second Book (except, perhaps, the 21st, on the 'Seasons') and than most in the Third Book. I refer to those on the Earth, the Soul and Salvation, a House, God, Coins, Invisible Beings, which, with another or two, should make room for the easy fables and stories to be transferred, as already proposed, from the Second Book. There is also some repetition of subjects at present in the three Readers, which might be avoided if the three were judiciously condensed into two. The series of Telugu Readers would then be First Book of Lessons, Second Book of Lessons, Panchatantra, and Niti Chendrika.

* * *

"The only alterations which I am disposed to suggest in the revised scheme of studies are—

* * *

"*Second.*—The substitution in Class I. of the Second Book of Lessons in Telugu for the First Book.

"In Class II. of the Third Book for the Second Book.

"In Class III. of Panchatantra for Brief Sketches of Europe.

"In Class IV. of Niti Chendrika for the Third Book.

"The Third Book of Lessons is found much too easy a book as to language for the fourth class, and the Brief Sketches of Europe too easy for the third class, and not sufficiently interesting."

Mr. Kershaw's remarks on the Telugu Readers.

71. Mr. Kershaw only says: "As to the Vernacular books referred to in paragraph 1, I can give no satisfactory opinion; I can merely say that I have heard the Telugu 'Readers' almost universally condemned as too difficult both as to subject-matter and style; my own private opinion, too, is that they contain too much."

Other general criticisms.

72. The following remarks are taken from Mr. Boyle's published report on the state of education in the 2nd Division for the official year 1871-72:—

"In the same way I doubt whether it is wise for us (pace Dr. Murdoch) to require our reading to be done out of those nice little books compiled and arranged on highly philosophic principles, which put English thoughts into stiff and jerky Vernacular sentences. These books seem to me to be so intolerably dull, and their contents to be so extremely unlike what a Hindu would think or say, that they must appear to a young Hindu almost like a foreign language. The ass is covered with a lion's skin, but he is an ass after all, and his bray betrays him. We don't teach our own children to read out of these 'highly-improving' books. The first thing we learned to read was the plain narrative and the noble poetry of the Bible, relieved by tables and fables more or less nonsensical, but fitted to the childish fancy and not above a child's mind. And both subjects show their fitness by the hold they have over the adult's memory; we never forget our nursery rhymes, nor the Bible stories that we read years ago. But it requires a vivid imagination to conceive a young Hindu putting by in his memory the stupid stuff he reads in the First and Second Readers. He learns it by heart to pass an examination, and then dismisses it from his mind for ever. I do not think it needs to be so, and if we cannot make decent 'Eurasian' literature, as we might call the hybrid product that Dr. Murdoch patronises, it would be wiser to use the real article, and teach Hindus the language and literature of their country, purified from all that revolts against decency. A move in the right direction was made at the recent Inspectors' congress, when Vernacular poetry

was accepted as a subject for the Standards' Examination; but I think we might go further and recognize Vernacular literature as the true instrument of Vernacular education."

We are also authorized to quote the following passage which occurs in a private letter from the Principal of the most important Telugu School in this Presidency:—

"I am hoping for much good from the School Book Revision Committee, of which, I think, you are head. Many of the Telugu books issued of late years seem to me almost to leave common sense behind; so very hard are they made in language, even when intended for the elementary classes and even little girls."

First of Book Lessons.

73. In the original edition of the First Book of Lessons, published in 1857, 13 pages were devoted to the alphabet and the combinations of the letters. The present edition is based on the same system, but instead of the combinations of all the letters being given, only the combinations of క and గ are given as specimens. This is the old-fashioned mode of teaching reading, and it is a very tiresome way. The pupil should, we think, learn the most common letters and combinations by reading and writing easy words and sentences, and as he advances he will gradually become acquainted with them all without going through the usual preliminary drudgery. The first lesson begins with words of one syllable, and, as there was probably some difficulty in finding such words, some very uncommon ones have been introduced. A little boy can scarcely be expected to understand such words as క్లాం, జ్యాం, రేం, ప్రీం. Very often indeed the teacher himself is no wiser. మై is sometimes supposed to mean నాయొక్క, the boys imagining that it is the English word "my." There are in many other places numerous words which are far too difficult, as ఆరాటము and అభిజ్ఞులు, p. 15, వితండములు, p. 17, సరీసృపములు, p. 31, తలము, p. 38, గేహము and అస్థులు, p. 41, లయించును, p. 57, శోషణము, p. 63. The main characteristic of the book is the incongruous mixture of pedantry and childishness which pervades it. The following are specimens of the infantine character of some of the teaching:—

ముక్కుతో వాసనచూతురు. p. 24.

ముక్కునకు రంధ్రములు రెండు, ఒకటి కుడిరంధ్రము, ఒకటి యెడమరంధ్రము p. 25.

కుడికన్నని యెడమకన్నని రెండు కన్నులు కలవు. p. 25.

It seems absurd to teach boys of seven or eight that they smell with their noses, that there are two nostrils, the right and the left, and two eyes, the right and the left. There is also too much of the copy-slip style of teaching—

చదువునేర్చుటమంచిది. p. 12. It is good to learn to read.

తండ్రికి చెఱుపుచేయకు. p. 12. Injure not thy father.

గర్వము వి డక ఉండుట యుక్తము. p. 13. It is proper to be free from pride.

Lessons consisting entirely of unconnected sentences are far too numerous, and sometimes the idea conveyed is likely to be above the comprehension of the pupils as—

కలిమి లేములు కావడికుండలు. p. 14.

Lessons 6, 7, 8, 9, 19, and 28 of Part II. are too difficult for a First Book. But the main fault of the book is its extreme dulness. The dullest of all the lessons are those in which the good little boy Mooddayya appears. The only lessons which can be said to be at all entertaining are a few fables at the end of the book, chiefly taken from Æsop. We think such forms of Sandhi as కొట్టికొన, కలుకుటక్కు, p. 19, entirely out of place in a book of this kind. The use of పోదెను, p. 19, for వెళ్లెను, and of such expressions as కంబుదంట్లు, p. 43, gives a sort of Tamil air to the lessons in which they appear. The seasons and periods for agricultural operations are not the same in the Telugu and Tamil districts. Consequently some of the statements contained at pp. 47 and 48, although correct as regards the Southern Districts, are inapplicable to the Northern Circars and Ceded Districts. We recommend that the first part of this book be recast somewhat on the plan of Mr. Garthwaite's First Canarese Reader, and that the unsuitable and uninteresting lessons in the second part be replaced by others of a more appropriate kind.

74. The Second Book of Lessons consists of 90 lessons on Physiology, Geography, Meteorology, Astronomy, Natural History, moral pieces, moral tales, and miscellaneous lessons, all mixed up together, and an appendix containing some specimens of models for letter-writing and some geometrical figures.

Second Book of Lessons.

Some knowledge of physiology is no doubt very desirable, but it seems doubtful whether this subject can be successfully taught in so elementary a class as the second. In reality, however, the greater part of what is given under this head is not physiology at all, but language. No new ideas are conveyed, but difficult or uncommon words are substituted for those in common use. These lessons are accordingly full of such words as శిరము, మస్తిష్కము, ముంగరు, కరము, పాదము, స్కంధము, ప్రకోష్ఠము, for తల, మెదడు, ముఖము, వెండ్రుక, కాలు, దండచేయి, ముంజేయి, as if the main object were to teach the pupil the Sanskrit names of the different parts of the body. Of the puerile and almost ludicrous character of the matter of which these lessons are composed, some idea may be formed from the following extracts, in which the pupils are gravely told that the part which contains the mouth is called the face, that the hole under the nose is called the mouth, that the two lumps of flesh below the back are called buttocks, that persons who are unable to perceive form are called blind,

that persons who are deprived of the faculty of sight are called blind, that those who are unable to hear are called deaf, and that brutes can utter sounds, but cannot speak like men.

నోరునుగల భాగము మొగము అనబడును p. 3.
నాసిక క్రింది బిలము నోరు అనబడును p. 7.
వీపు క్రింది మాంసపిండములు రెండు పిఱుదులు అనబడును p. 14.
రూపము గ్రహింపనేరని వారిని గుడ్డివారని చెప్పుదురు p. 5.
నేత్రేంద్రియములేనివారు గుడ్డివారు అని ముందుచెప్పితిమి p. 5.
వినశక్తిలేనివారు చెవిటివారు అనబడుదురు p. 9.
మృగములు......మనుష్యులవలె మాటలాడనేరవు. p. 7.

Sometimes the explanation is not clearer than the thing explained, as డొక్క-గాత్రమనియు చెప్పబడును, p. 11. In the original edition it was ట్రంకు (trunk). As geography is taught as a separate subject, we see no advantage in introducing little scraps of it into this reading book. The lesson on the earth, p. 6, is full of useless matter, such as that the sea is salt, that sea water is not drinkable, that the waters of rivers and tanks is drinkable, and that water is drawn from wells. When the writer says that the earth is everywhere covered with grass and trees and beautiful to the eye, he must have forgotten the Arctic regions and the deserts of Africa, Arabia, &c., which cover an area of five or six millions of square miles. In the lessons on England and the seasons in the North the term వానకాలము (rainy season) is used as the equivalent of winter. The lesson on the cardinal points contains some hard words, but teaches very little else. The lesson on thunder and lightning contains such words as గర్షణము, నిర్ఘాతము, నారికేళవృక్షములు, ఆకర్షకము. Lightning is not very easily explained, but it is no explanation at all to tell a boy

మెఱుపు అనగా మేఘమందు పుట్టు తటిత్కద్యుతి.

The lesson on rain is both dull and difficult. One of the illustrations is drawn from the circulation of the blood, which is not explained anywhere else, and there are such phrases as మింటికి ఎగసి - వరుణార్గళములు - జలార్గళములు. The lessons on the sun, moon, and stars are dull, and there are such words as ప్రభాతము,- ప్రాహ్ణము,- అపరాహ్ణము,- స్థానభ్రంశము, and such obvious truisms as that the time between sunrise and sunset is called day, and between sunset and sunrise night, and that if it were not for the sun's light, all would be dark.

Natural History is a subject which seems particularly well adapted to this class, if it were treated in an interesting manner; but nothing can be more dull or childish than the lessons on the ass, the cow, the sheep, the dog, the cat, and the crow. The following are samples:—

గోవులకు కాళ్లునాలుగు, వానిపాదములు రెండేసి గిట్టలుకలవి - వాని మీదిభాగము ప్రూనువలె గట్టిగా ఉండును - పశువు తోక పెత్తనిది - తోక తుదను వెండ్రుకలు లెస్సగా పెరుగును. p. 77.

కాకి - అది నల్లనిది - దానికి ముక్కు దృఢమై నిడుదగా ఉండును - ఆ ముక్కుతో ఆహారము పొడుచుకొని తినును దాని కాలికి నాలుగేసి వ్రేళ్లు గలవు, p. 87.

The four last lessons on the Newfoundland dog and the language of animals are translated, with some alterations, from the Supplement to the Fourth Book, and are very interesting, but exception may be taken to the rendering of a stable by గుఱ్ఱపు కొటారము, p. 144.

Among the moral pieces the character of a good child, invisible beings, the works of God and God's family are dull and inappropriate. In one of them, which is evidently a translation, there is an unsuitable allusion to trees stripped of all their leaves, వట్టికొయ్యవలె, until the return of spring. "My Mother" is a translation of a well-known poem, and seems out of place in a prose reader. "Honesty" is not a very appropriate lesson, as it is a dialogue between two girls, translated from the Supplement to the Fourth Book.

Of the moral tales the best are Androcles and the lion, the old man and his tattoo, the young mouse, the lark and her young, the evils of covetousness, the good boy, and the conspiracy of the members against the stomach. Some of these come, however, more properly under the head of fables. The other tales are childish and uninteresting. The sun, a daily monitor, is not a tale at all. It is obviously a translation, and is written in a half-poetical style, which becomes ludicrous when the rising sun is represented as telling little boys to clean their teeth. As in the other sections there are many difficult expressions as హేతు భూతములగు కరణములలో ప్రధానమగు మనస్సు, p. 123.

The fables are generally suitable. Possibly నానెత్తివ్రాత might be objected to by some as savouring of fatalism. Among the miscellaneous lessons the best are those headed Learning, Discreet Behaviour, Female Education, and Boats; but they contain many expressions which should be simplified, as మందగామి and గమ్యస్థానము, p. 19, గణికాదులు, p. 27, సపాటముగా, p. 43. At p. 133 it seems absurd to translate Clergyman's wife by గురువుయొక్క భార్య and ship's steward by ఓడయుగ్రాణపువాడు.

The specimens of letters given in the appendix are stiff, formal, and unnatural. They are exactly the sort of letters which boys should not be encouraged to write. At p. 157 the elder brother desires his younger brother to read వేదాది గ్రంథములను. A little boy can scarcely be expected to read the Vedas in Sanskrit, and no Telugu version of them exists. It seems, therefore, possible that the Bible may be intended.

The mathematical figures at the end of the book are badly formed.

We are of opinion that this book should be thoroughly revised; that such stories and fables as are worth retaining should be placed at the beginning; that the lessons on geography should be omitted; that the section relating to Natural History should be made more interesting; that in any attempt which may be made to introduce Physiology, the language of the lessons should be simpler and the matter more instructive; that a few lessons should be inserted on the Arts, Trades, and Products of Southern India; and that other lessons should be added of the character of those given in Laurie's Technical Readers and other similar publications.

Third Book of Lessons.

75. Although it is not the next in the scheme, we shall next notice the Third Book of Lessons, which completes this series. This book is divided into five distinct sections: I. Natural History, II. Geography and History, III. Astronomy, IV. Miscellaneous, and V. Stories selected from Hindu books. Natural History, which is sub-divided into the Mineral, Vegetable, and Animal Kingdoms, is an appropriate subject, but it is not at all judiciously treated. False science is taught, and vulgar errors are perpetuated when the bat is spoken of as neither a beast nor a bird, p. 38, and the whale and the crab are placed under the head of fishes, pp. 51 and 52. In the same lesson it is stated that the white of the egg forms a bird's wings, and the yolk its body. At p. 58 we are told that persons who have faces like lions resemble lions in disposition, and at p. 61 that it is possible to live without food. At p. 3 living beings are divided into seven classes. The first of these దేవతలు, deities or spirits, are not usually regarded as coming under the head of Natural History. The scientific classification of animals is not given at all, and a good deal of what is called Natural History merely consists of fables. Thus the writer, after devoting five lines to the tiger, remarks that it is a crafty animal, which he illustrates by a fable of 43 lines from the Panchatantram, in which an old tiger is represented as personating an ascetic. In the chapter on birds, the story of Mahmud and the two owls is dragged in, although it does not bear on the subject in any way, but merely shows the folly of war. Under the head of the swan there is not the slightest attempt to describe the bird and its habits. The writer devotes a line and a half to refuting a foolish Hindu notion about the swan separating milk from water, and then relates a fable about a swan and a crane, which is only valuable on account of its moral. The same may be said of the fable of the crane at p. 49, and of the grasshopper at p. 54. Allusions to the Bible are unnecessarily introduced. Thus at pp. 8 and 9 the account of the creation and of the deluge is taken from Genesis, and at p. 55 all mankind are said to be descended from the first man and woman. On the other hand, the allusion to God's lotus like feet పాదారవిందములు, p. 3,

is purely Hindu. Some of the lessons have no connexion with Natural History, such as the ones on Sleep, Dreams, Sound, Language, the Passions and Emotions, the Temperaments, the Habitations of man, Labor and Work, Diseases, God. The lessons on the Atmosphere, Rain, Dew, Lightning, and Thunder seem also out of place, besides being in a great measure a repetition of matter already contained in the First and Second Books. Many of the lessons are very dull and add little or nothing to the information which the pupil already possesses. Some consist of mere strings of names, such as the list of fruit trees at p. 20, of timber trees at p. 21, of vegetables, grains, spices, and flowers at p. 21. Some of the explanations do not seem to make the thing explained any clearer than it was before. A boy who wants to know why air is invisible, is scarcely likely to be any wiser after the following explanation :—

ఆకాశములోని వాయువు పరమాణుస్వరూపముకలది. కాబట్టి కానఁబడదు.

In proportion the style is perhaps easier than it is in the Second Book, and a good many terms are explained in the glossary. Still there are too many Sanskrit words and phrases, such as గుల్మములు, p. 2, జరాయుజములు, p. 2, జలచరములు, p. 3, అణువులై మింటికై యెగసి, p. 3, శైత్యముచేత ఘనీభవించి, p. 4, ద్రావకమందు, p. 7, పిపీలికావాదము, p. 7, అస్థిపంజరములు, p. 12, నిరర్గళము, p. 18, తుర్యము, p. 34, and many others. Exception may be taken to the translation of centripetal force by భుజాబలము, p. 6, strata by దిబ్బలు, p. 7, gold diggings by బంగారుగనులు, p. 13, and of "live" by వసింపవు in the following sentence :—

ఎద్దులు ఇరువది యేండ్లకంటె మిక్కిలి వసింపవు, p. 45, which really means that oxen do not reside much more than twenty years. The introduction of teaching power, బోధనాశక్తి under the head of Temperaments at p. 59, seems almost ridiculous.

With regard to the second section, we have already stated that, in our opinion, lessons on geography and history are out of place in a series of reading books. Much of the geographical information contained in this section has been already acquired by the pupil, and there is probably nothing coming under the head of geography which he will not learn much more thoroughly from his regular text-books. The brief abridgment of Indian History contained in lesson 49 is useless to a boy who has already studied this subject in much greater detail. The lessons on Palestine, the history of Moses, and the history of the Jews will, no doubt, be new to him, but Scripture History is not intended to be a part of the curriculum of a Government school. Coming to minor points we may refer to the offensively egotistical remark that the English are superior to all other islanders, p. 70, to the translation of Burmah and Persia by బ్రహ్మదేశము and పారసుదేశము, p. 72, to the statement that

Arabia contains many వనములు (woods) meaning probably deserts, to the last paragraph of p. 77, which implies that the East India Company are still the rulers of India, to the use of the word వనములు for wilderness at p. 84, implying that the children of Israel wandered for 40 years among woods, to such transliterations as—

తిబేరియా సరసు Lake of Tiberias, p. 78,

అంతియోకస్సు Antiochus, p. 80,

తితనసు Titus, p. 81,

గ్రీతు Greece, p. 86.

తెప్పిసు Steppes, p. 87,

and to the following phrases, which imply that smoke and not steam is the moving power in steamers and on railroads :—

జలముకాచుటవలనకలుగుపొగ, మిగులబలముకలది కాబట్టి నావయొక్క రెండు ప్రక్కలనుండు చక్రములు మిగులవేగముగా తిరుగును......ఈ చెప్పిన పొగబలిమిచేతనే యినుపదారులయందు బండ్లుపోవునట్లుచేసెదరు, p. 88.

The third section contains seven lessons on astronomy, the solar system, the sun and moon, eclipses, and the stars and planets. The heading of the lesson on eclipses should be గ్రహణములు and not కిరణములు.

In the fourth or miscellaneous section the lessons on the printing press, the vision of Mirza, the folly of the pride of caste, and the story of the monkey and the cats, showing the evils of going to law, are good lessons. There is, however, nothing about caste, as implied by the title of one of these lessons. The story relates to birth and wealth, and not to caste. "The education of females" and "God seen in his works of Creation and Providence" are not good lessons, although the former might have been made so.

The fifth section contains one extract from the Ramayana, two from the Panchatantra, and various stories from Hindu books on justice, government, learning, superstition, and ignorance. Stories 75, 76, 78, 83, 84 (1), 85, 87, and 88 are foolish and objectionable. Lessons 79 (2), 80, and 81 contain some good advice, but are not really stories at all. With the exception of the coronation of Rama, which is full of strings of names, the style of these extracts is much easier than in many parts of the Second Book. As in the other books of this series, words are occasionally used which are common in Tamil, but not in Telugu, as నంజె, and పుంజె, p. 128, for wet and dry cultivation, మైనా, p. 47, myna for గోరువంక, తురకరాయి, p. 7, plum pudding stone for బొంతరాయి. We are of opinion that this book should be thoroughly revised; that all religious allusions should be expunged; that the objectionable stories should be omitted, and the others transferred to the

Second Book; that the section on Natural History should be written *de novo*; that biographical sketches should take the place of the section on geography and history; and that those lessons in the miscellaneous section which we have approved should be supplemented by additional matter of the kind given in Mr. Laurie's Technical Readers and other similar publications.

Principles observed in the preparation of this series.

76. On referring to the Report on Public Instruction for 1858-59, we find the following remarks on the principles observed in the preparation of Vernacular School Books in this Presidency:—

"A series of Vernacular School Books has also been compiled under the superintendence of the Director of Public Instruction, which is tolerably complete in Tamil, and has made some progress in Telugu, Malayalam, and Canarese. In the compilation of this series the following principles have, as far as possible, been kept in view:—

"*1st.*—That all school books intended for use in India should be written for the purpose by persons who have resided in the country, and who, being well acquainted with the manners, customs, and habits of thought of the people, and with all local peculiarities, are able to make use of illustrations and examples taken from the daily occurrences of Hindu and Mahomedan life, and from objects with which the people are familiar. This, of course, applies to some subjects more than to others, but more or less to all.

"*2nd.*—That all school books, except Primers, should be written in the first instance in English.

"*3rd.*—That one Vernacular should be adopted as the Vernacular basis, and that the books required, having been in the first instance prepared in English, should be translated into the Vernacular language selected, and from it afterwards into the cognate languages of the Presidency.

"It is of more importance than it may at first sight appear that every Indian school book should be written in English in the first instance. It does not follow, nor is it probable, that the persons most competent to make use of the Vernacular languages will be always equally well qualified to prepare a school book or to judge of the merits of one when prepared. If the basis be laid in English, the merits of the book can be judged of by those most qualified to form a judgment as regards the manner in which the subject is treated. The style of the translation must, of course, be left to the translator, and to those appointed to superintend and revise his labors. As to the expediency of adopting one Hindoo language at each Presidency as the basis on which the translations into the other languages shall be prepared, there can be no question.

"The question as to the sort of agency by which the work should be

done, whether by persons employed for the purpose on fixed salaries, or by employing individuals to prepare a particular work, or by offering rewards for the best treatises on particular subjects, is more difficult to determine. All three plans have been tried in this Presidency. The second is that which has proved most successful. The third has not been tried to any great extent; but in those in which it has been attempted, the number of competitors for the rewards offered has been extremely small."

The Telugu series which we have been reviewing was based upon the Tamil, of which no original has been preserved. For many reasons we think it desirable that accurate English versions of all Vernacular books used in Government Schools should be not only preserved, but printed and circulated among all Head Masters of schools. Any unsuitable matter which might creep into such books would be much more likely to be detected in this way, and such books would be of some use in setting and correcting passages for translation. It is also obvious that matter which has been selected or compiled for Vernacular text-books in one Presidency might be often turned to account in other parts of India, and that the present system under which a number of persons are all working at the same task independently of one another, and generally without any knowledge of what has been already accomplished in the same direction elsewhere, must, to say the least of it, be attended with a great waste of labor.

Brief Sketches of Europe.

77. The English original of the Brief Sketches of Europe, which was written by a lady, was published at Madras in 1855. In the first Telugu translation a good many passages attacking the tenets of the Roman Catholics were omitted or softened. In the fourth edition, published in 1872, there are numerous alterations in the historical parts. Each sketch gives some account of the geography and history of the country to which it relates, with remarks on the manners and customs of the inhabitants, their religion, the progress of education and civilization, the condition of literature and the fine arts, and various other particulars, sometimes jumbled together in a very confused manner. As the geography of Europe is studied as a separate subject, we doubt the expediency of introducing it into a reading book. The history of Europe is a very extensive subject, and should follow the history of India and the history of England, but in the third class, for which the Brief Sketches are prescribed, the pupils know nothing of English History, and are only just commencing Indian History. These sketches, in which the history of 18 centuries is sometimes given in as many lines, must be very confusing to boys who have never heard of the Crusades, the Reformation, and other similar events, and who know nothing of such institutions as the Inquisition, the Papacy, Parliaments, and Republics. The book is also necessarily full

of allusions to natural phenomena, scenes and customs of which they have no conception, such as the Aurora Borealis, volcanoes, geysers, glaciers, fiords, sledges, and sliding on the ice, the dykes and dunes of Holland, windmills, life in German watering-places, English country-houses, the London season, and the bull-fights of Spain. Many of the trees, grains, and products are quite unfamiliar to them and there are no vernacular equivalents for such names as oaks, elms, pines, rye, barley, herrings, olives, macaroni, and Bohemian glass. The translation is open to exception in some particulars. The spelling of proper names is very capricious, and occasionally extraordinary. Europe in the title page is యూరోపు, elsewhere ఐరోపా, p. 1, and ఐరోపు.

Sweden స్వీడన్, p. 3, స్వేతేనియా, p. 7, స్వేతేను, p. 19.
Britain బ్రిటానియా, p. 3, బ్రిటను, p. 123.
Germany జర్మని, p. 3, జర్మనియా, p. 7.
Abo అపూ.
Volga ఓల్గా, p. 12, ఓల్గ్రా, p. 12.
Dniester నైస్తర్, p. 12.
Bergen పర్జెన్, p. 24.
Gottenburg కొత్తెన్‌పురక్, p. 24, కోడెన్‌పుర్క్, p. 25.
Stralsund స్త్రిరాల్సుట్ p. 24.
Feroe Islands పెరద్వీపములు.
Namur నేమరు, p. 46.
Alvarez ఆల్ పిరీజు, p. 64.
Camoens కమియోనశం, p. 67.
Arno ఆనా, p. 69.
Brunswick ప్రాన్స్వికు, p. 81.
Coblentz కోబ్లెట్సు, p. 94, బ్లెంజు, p. 94.
Treves ట్రెవీసు, p. 94.
Huguenots హ్యూంగునాటులను, p. 109.
Valenciennes వెలన్స్యిసు, p. 116.
Toulon పులాను, p. 116.
Lyons లెన్స్, p. 117.
Swansea స్వానియా, p. 132.

This list might be very much extended; but even from these specimens it is sufficiently evident that the translation cannot possibly have been made directly from the English original, as no Telugu scholar would convert Gottenburg into Kodenpourk or Bergen into Purjen. The translation is also not always unexceptionable, as will be seen from the following examples:—

Swiss merchants స్వదేశీయవర్తకులు, p. 15.

All the Government officials are corrupt to the last degree దొరతనపు ఉద్యోగస్థులు తమ కృత్యములను చక్కగా చేయుట అరుదు, p. 15.

Idle and dirty ఉత్సాహములేనివారు, p. 30.

The religion is an uncorrupted form of Christianity ఆదేశములో క్రిస్తుమతము వాడుక పడుచున్నది - ప్రాటెస్టాంటుమతమున్ను కలదు, p. 31.

Intolerance మతవైరాగ్యము, p. 50.

Pomegranates నారింజిచెట్లు.

People (of cities) కాపులు, p. 63.

Beautiful country-houses అందములయిన పల్లెటూరి కొంపలును, p. 70.

The buildings of Florence ఫ్లారెన్సునగరము అంతిపురములు, p. 74.

The mountains (the Alps) ఇక్కడ ఆల్ప్సు అనియొకపెద్ద కొండకలదు, p. 77.

Works of imagination నాటకములు, p. 117.

Children of the higher classes గొప్పబిడ్డలు, p. 126.

Field sports యుద్ధాభ్యాసము, p. 128.

Ben Nevis is under 5,000 feet బెన్నివిస్సుపర్వతముపొడుగు ౫౦౦వేల యడుగులు, p. 131.

Magnificent oaks మనోహరములగు టేకుమానులు, p. 131.

Deer, foxes, and hares జింకలు, నక్కలు, మొసళ్లు, p. 130.

కళంజము is used at p. 12 in its Tamil sense of granary. In the English version there are two notes at p. 50. In the Telugu version there are two notes at p. 56, but the second note is not a translation of the second English note. It is a translation of a part of the text, and there seems no reason for this part appearing as a foot-note.

We have remarked on the inexpediency of making the History of Europe a subject of study in so elementary a class as the third. This book goes, however, beyond history. It enters into the politics of Europe. It is obvious that a book which professes to describe the political state of Europe in the present day must be continually altered. The English edition was published in 1855. The translation now in use was printed in 1872. During this period many revolutions and wars have taken place. Some attempt has been made to bring the book up to date, but not always successfully, as will be seen from the following instances. In the sketch of Germany we are told, in 1855, that the King of Prussia has an army of 300,000 soldiers in complete readiness for war. At p. 92 of the Telugu version this sentence remains unaltered. In the same sketch we are told in 1855 that "*eight years ago* the exactions and oppressions of the Austrian Empire roused the Hungarians into a vigorous but unsuccessful resistance." The Telugu version still

says ఫ్రాన్సువారు ౮ సంవత్సరములకుముందు తిరుగబడి, &c., p. 98. At pp. 112 and 114 Louis Napoleon is spoken of as the reigning Emperor, and we are told that he rules with arbitrary power, though he has the form of a senate or council to assist him, and that he pays great attention to the army and navy, which are both in a very effective condition. At page 117 the speediest route for overland letters is said to be *viâ* Marseilles, and at p. 123 the Ionian Islands are still reckoned as English possessions. The criticisms on the state of literature and art, scattered through this volume, can scarcely be appreciated by the pupils of the third class. Thorwaldsen's statues, p. 33, the poetry of Camoens, p. 67, the immoral literature of France, the architecture of Belgium, Spain, and Italy, and the galleries of paintings in various countries must produce a very shadowy sort of impression in most schools. In the Telugu version there is the following reference to the Venus de Medicis, although the statue is neither named nor described :—దానిలోనొకటి "లోకుల కన్నులు మిరిమిట్లు గొల్పునట్టిప్రతిమ," p. 76.

Boys who have never heard of the statue which enchants the world can hardly be expected to make much of this quotation. On the whole, we are of opinion that this book should be discarded and replaced by a Fourth Reader containing lessons on physiology and the laws of health, political economy, natural and physical science, extracts from voyages and travels, and easy prose extracts from standard Telugu works.

Selections from Vemana.

78. As a poet Vemana does not rank high, his style being often almost rustic, and his metre occasionally faulty. His matter is sometimes weighty and full of pungent, though homely, remarks. To a European he seems far in advance of his age, not only in his views, but in the earnestness and honesty with which he enforces them. It can scarcely be expected that this vigorous reformer will be equally acceptable to the orthodox Hindu, and it so happens that these selections contain some of Vemana's bitterest attacks on Hinduism. On the inexpediency of permitting satire to be read in schools, we may quote the following passage from Lamartine :—

"Et, à ce sujet, je ne puis m'empêcher de vous faire observer en passant, que l'enfant, l'adolescent, le jeune homme, l'homme fait, prendraient bien plus de goût à la littérature et à la póesie, si les maîtres qui la leur enseignent, proportionnaient davantage leur leçons et leurs exemples aux différents âges de leur disciples : ainsi aux enfants de dix ou douze ans, chez les-quels les passions ne sont pas encore nées, des descriptions champêtres, des images pastorales, des scénes à peine animées de la nature rurale, que les enfants de cet âge sont admirablement aptes à sentir et à retenir ; aux adolescents, des poésies pieuses ou sacrées, qui transplantent leur âme dans la contemplation rêveuse de la Divinité, et qui ajournent leurs passions précoces en occupant leur

intelligence à l'innocente et religieuse passion de l'infini ; aux jeunes gens, les scènes dramatiques, héroïques, épiques, tragiques des nobles passions de la guerre, la patrie, de la vertu, qui bouillonnent déjà dans leur cœur ; aux hommes faits, l'éloquence, qui fait déjà partie de l'action, l'histoire, la philosophie, la comédie, la littérature froide, qui pense, qui raisonne, qui juge ; la satire, jamais ! littérature de haine et de combat, qu'il faut plaindre l'homme d'avoir inventée." Souvenirs et Portraits." Vol. I., p. 60.

Nearly half of these selections are made up of satire—*vide* verses 69, 95, 109, 111, 112, 123, 135, 138—160, 162—182, 184—187, 189—200. The following may be quoted as specimens :—

కుక్క యేకతంబు కొక్కెర ధ్యానంబు
గాడ్దెరాగమున్న కప్పమునుగు ఆత్మనెఱుఁగు
భావమదియేలజేయరో. 109.

"The recluseness of a dog ! The meditations of a crane ! The chanting of an ass ! The bathing of a frog ! Ah, why will ye not try to know your own hearts !

కల్లటికెకు భూతి గట్టిగా బెట్టిన నందు
లోని కంపులడఁగినట్లు మెడను త్రాడు వ్రేసి
మెలుపుతో ద్విజుఁడౌనె. 144.

"Will the application of white ashes do away with the smell of a winepot ? Will a cord cast over your neck make you twice born?

వేదవిద్యలెల్ల వేశ్యలవంటివి భ్రమలు పె
ట్టి తేటపడఁగనీవు గుప్తవిద్య యొకటి కులకాం
తవంటిది. 155.

"The books that are called the Vedas are like courtesans, deluding men, and wholly unintelligible; but the hidden knowledge of God is like an honorable wife.

పిండములనుజేసి పితరులదలఁపోసి కాకు
లకును బెట్టు గాడ్దెలార పియ్యదినెడు కాకి
పితరులెల్లాగారొ. 158.

"O ye asses ! why do you make balls of food and give them to the crows in the name of your ancestors ! How can a dung-eating crow be an ancestor of yours !

ఉపవసములనున్న నూరఁ బందై పుట్టు
తపసియైన దరిద్ర తనువహించు శిలకు మ్రొక్క
నగును జీవమణఁగు బొమ్మ. 166.

"He that fasts shall become in his next birth a village pig; he that embraces poverty shall become a beggar; and he that bows to a stone shall become like a lifeless image.

తాత జనించె కన్యకకు దండ్రులు దాము ను
కుండగోళకుల్
మాత పరానుకూల మరిమక్కువ ద్రౌపది
భర్తలేవురుర్ నీతుల జెప్ప పాండవుల నేమ
ములిట్టివియంచు నెన్నచుఁ భూతలమందు
మిక్కిలి గబాజలు జేసిరి వెఱ్ఱి వేమనా 182.

"Their grandsire was born of an unmarried woman ; their fathers and they themselves were the illegitimate children of a wife and a widow. Their mother was a lover of strange men, and then her five husbands ! If you talk of their morals, such were the practices of the Pandavas. These falsehoods are the greatest in the world."

There is also other matter which is not suited to young boys. Many of the verses are too philosophical, and some are obscure and almost mystical—*vide* verses 3, 39, 40, 44—46, 48, 49, 52, 60, 62—67, 114, and 128. The following sample may suffice, the translation being taken, as in the previous cases, from Mr. C. P. Brown's well-known version :—

మాటలాడవేఱె మనసుకొలదివేఱె యొ
డలిగుణములువేఱె యోజవేఱె యెట్లుగల్గుము
క్తి యేలాగుతనలాగు. 52.

"Talking is one thing, and the temper of the mind is another : the qualities of the body tend one way, and our intention another! How shall we attain salvation? And what path is this we are pursuing?"

Verses 71, 72, 76, 78, 84, 88, 118, 183 may also be referred to as all more or less unsuitable. The following is one of these verses :—

గురువునకును పుచ్చకూరైన నీయ్యరు అ
రయవేశ్యకిత్తు రర్థమెల్ల గురుడువేశ్యక
న్న కులహీనుడేమొకో. 77.

"To the teacher they will not give even a mess of stale food; but on a courtesan they will bestow their whole wealth. Ah! is the doctor more degraded than the dancer?"

We are of opinion that these Selections should be superseded by an anthology containing extracts chiefly taken from the best Telugu Satacams. These are collections of unconnected verses like Vemana's, corresponding with the garlands or centuries of the old English poets. They are very numerous, and few of them, taken as a whole, are free from objection; but there will be no difficulty in finding a sufficient number of suitable moral precepts and other unobjectionable matter in the most popular collections of this class. Dr. Murdoch has suggested the expediency of offering prizes for little poems of a different character from any of those which now exist in the native languages. The matter according to his view should be taken from the best poems which have been written for English children, and the style should be much more simple and intelligible than is the case at present in any vernacular poetry. Most of us doubt whether the genius of the language admits of poetry of this description, and we have also some misgivings as to the probability of good poetry of any kind being written to order, but we see no objection to the latent capabilities of the language being tested in the manner proposed. It is difficult to appraise the value of poetry; but, assuming that the poems sent in would be short, and that each would be judged independently, we think that any piece which might be accepted should not be paid for at a lower rate than a rupee a line.

Nala Charitra.

79. The Nala Charitra is valuable as an illustration of the ancient manners of the Hindus. The heroine, instead of being married in her infancy, grows up in

her father's house, and is allowed, when she attains a suitable age, to choose her husband. Her love and devotion to him in all his misfortunes form a picture as pure as it is pleasing. This tale also shows the folly of gambling. Being an episode taken from the Telugu Mahabharata, which is the great standard of the language, its literary merits are of a high order. The language and descriptions are often truly poetical, and, compared with most Hindu poems of the same class, it is singularly free from objectionable allusions. The following seem the only passages to which European taste can take exception :—

ఒకనాఁ డతండు కృతమూత్రుండై జలోపస్పర్శనానంతరంబునం బాదశౌచంబు సేయమఱచి, p. 14. Nala's accidentally forgetting to purify himself after making water.

రజనికరాననఁ బీనపయోధర రాజిత రాజసుతన్. p. 22.

ఇభరాజగమనసీ వెందులకరిగిత

త్వురుకుచాభోగరమొంచున్న బానవబల. p. 31.

Allusions to Damayanti's large breasts.

బాష్పజలంబులం బయోధరస్థల పరాగంబు పంకంబు సేయుచు. p. 28.

బాష్పధారలఁ గుచమండలము దడుపుచున్న దమయంతి. p. 47.

Her bosom bedewed with tears.

There are allusions to fate in the following passages :—

ఇట్లు సర్వజనసత్కారార్హుండయ్యును నలుండు విధికృతంబున. p. 17.

విధికృతంబున నన్నుఁ బాసి. p. 24.

జీవితార్థులైన జీవుల సుఖాసుఖస్థులైనవారిఁ జంపెనఁ బవనఁ బవ మరణకాంక్షనున్న
మగువఁ జంపకతను మఱచె విధికరంబు మందబుద్ధి. p. 27.

There is also an allusion to the transmigration of souls in the following line :—

తొలుమేనఁ జేసినదుష్కృతశక్తి. p. 27.

And several of the Hindu divinities are introduced into the story. It would be possible, of course, to alter the few passages which we have quoted, but the scene in which Indra, Kubera, Varuna, and Yama assume the form of Nala could scarcely be omitted without spoiling the poem. The majority of us are unable to go along with Dr. Murdoch in his views on this subject. We scarcely see how there can be any effective study of the Hindu classics if every allusion to Hindu mythology and religion is to be omitted. Books might, no doubt, be prepared containing short descriptions and fragments from the Mahabharata and other similar works, but no complete poem could probably be found fulfilling all the conditions required.

Dictionaries and Glossaries.

80. Telugu poetry can scarcely be studied properly without a dictionary. Nothing of the sort exists in the vernacular. Mr. C. P. Brown's Dictionary is intended

for English scholars; it is very expensive and far from complete. Under the present system we believe that many pupils go through the entire course without ever attempting to make out the meaning of a single passage for themselves. This is a desideratum which should be supplied. We, therefore, recommend that a reward of Rupees 2,000 be offered for a good school dictionary, on the model of the edition of Beschi's Tamil Dictionary, published by the Educational Department.

Telugu Grammars.

81. Seshiah's Grammar is read in the two lowest classes, Venkiah's Andhra Vyakaranam in the two next, and Chinniah Suri's Bala Vyakaranam in the higher classes. As the two first of these Grammars are both under revision, very little need be said about them. Seshiah's Grammar has the merit of being much simpler than native grammars usually are, and it imitates the English method of presenting the declensions of nouns and conjugations of verbs. It is also, perhaps, the only native grammar which condescends to notice the forms of the colloquial dialect, but the rules relating to elision are introduced at too early a stage, and in many other points there is much room for improvement. Venkiah's Grammar is a compilation from the Andhra Sabda Chintamani of Nanniah Bhatta, a learned treatise, written in Sanskrit verse on a plan which, according to all European notions, is utterly unsuitable for schools. The Bala Vyakaranam was written by Chinniah Suri who, as Head Pundit of the Presidency College, had great experience as a teacher, and who deserved the high reputation in which he was held as a scholar. It is the most correct Telugu Grammar that has ever been written and shows great research, but every page of it betrays the pedant of the old Hindu school. In form this Grammar adheres strictly to the ancient Sanskrit models. The rules are drawn up with the conciseness of aphorisms, and sometimes with almost the obscurity of oracles. So strictly are the laws of Sandhi observed in them, that each rule, even when it consists of two or three lines, presents the appearance of a single word. There is no attempt at explanation, and the examples selected are often the most difficult words in the language. The subject of Sandhi is, as usual, introduced far too soon; the chapter on verbs is encumbered with useless Sanskrit technicalities, and, as in all other native grammars, syntax receives very little attention. The author is dead, and the copyright of his work is vested in persons who are not likely to improve it. We are, therefore, of opinion that a new grammar should be prepared, more in accordance with European models, and containing not only rules and examples, but a series of exercises and hints on composition. None of the grammars now in use contain a chapter on prosody and the figures of rhetoric. This want should, we think, be supplied in the work which we have recommended. This grammar, when completed, should be made the basis of two other grammars, *viz.*, an elementary one for the

second and third classes, and a somewhat more advanced one for the next three classes, the large work being reserved for the higher classes. Fifteen hundred rupees seems to us a suitable reward for the preparation of such a series of graduated grammars as we have recommended.

Manual of Geography.

82. The large print of the Telugu Manual of Geography is prescribed for the second and third classes. At p. 43 we have made some remarks on the English original of this book. The Telugu version with which we have been supplied contains only Part I., Asia, and there is no distinction of large and small print in it. In this translation all offensive remarks on the religions of the different countries are omitted. This was, of course, desirable; but, as the sections in which these remarks appear have been left out altogether, the book in its present form does not contain any information regarding the religions prevailing in different parts of the world. At p. 36 the statement that the Hindus are insincere, selfish, and litigious is calculated to give offence. The edition now in use, having been published in 1867, contains here and there statistics and statements which are no longer correct, such as that Agra is the capital of the North-West Provinces. The translation of proper names is often capricious, as in the following instances:—

England ఎంగ్లాండు, p. 36, ఎంగిలాండు p. 37.

Orissa ఒరిస్సా, p. 39, ఓరిసా p. 43.

Arcot ఆరకాడు, p. 78, ఆర్కాడు p. 83.

And there are such inaccuracies as హిందూరు for ఇందూరు. The translation is also not sufficiently simple in some parts, difficult words being used when easier ones would have answered the purpose. In many respects this Geography is well suited for the junior classes, but we have had before us a few pages of a Geography of Asia, prepared by Mr. Duncan, which seems to us on the whole better adapted to beginners than the outlines.

Morris' History of India.

83. At p. 50 we have stated what we think of Morris' History of India. In some respects it is fairly suited for young boys, and if Mr. Morris will revise it, it may, we think, be retained in the third class. The Telugu version requires, however, to be entirely re-written. So difficult is the style that a glossary of 55 pages has actually been published by P. Venkataramanayya, of Masulipatam, explaining the uncommon words and phrases which occur in this book. The first seven pages of the glossary are devoted to words which are of constant occurrence in the translation, and of which the following samples may suffice:—

ఆకారితుడు ఆరబ్ధము - ఇయ్యకోనుట - కతిపయ - కాణాచి - కార - కింవదంతి - కురకటుక - కొత్తళము - దక్షుడు - నిశ్రైను - పతాకలు - పదాతులు - పిపాస-

స్ఫీరాస - ప్రతిభులు - బాసట - మడిసెను - ప్రుందిరి - వ్యాయామభూమి - శపథము ి శిబి రము - సేనాని - స్కంధావారము.

The following are a few examples, out of hundreds, of the almost ridiculous use of fine words in translating the simplest sentences :—

"Gave them over to the charge of a guard.	ఆరక్షకాయత్తుల గావించెను, p. 72.
"Filled with desperation at the thought, they used every means to free themselves.	కష్టమని కలగుండుపడి తబ్బిబ్బై స్వరక్షణమునకై విశ్వ ప్రయత్నములు చేసిరి, p. 72.
"Their thirst became unquenchable. They begged for water.	అంతస్తాదీల తిపిపాసార్దితులయి పానీయము కావలయునని వేడుకొనిరి, p. 72.
"(The king gave him a commission as Lieut.-Colonel) in the Royal Service.	ఆత్మసేనయందు, p. 69.
"Deputy-Governor.	పాలక సహాయుడు, p. 96.
"The 10th Madras Native Infantry.	చెన్నపురితో చేరిన స్వదేశీయ పదాతుల పదియవ పటాలము. p. 112.
"The 20th Madras Native Infantry highly distinguished themselves.	చెన్నపురితో చేరిన ఇరువదియవ పటాలములోని హిందూ పదాతులుమిగుల మగటిమి కనపఱిచిరి, p. 133.
"The secret could not be kept.	నిజము గోపితము కానేరదు, p. 136.
"Commander of the forces.	దళవాయి, p. 136.
"Still living bodies.	కుట్టాపిరులుగల పీనుగులచే. p. 148.
"A few attendants carried him over the writhing road."	ఆక్రందనధ్వనులచే మిన్నుపగులగా శవసమానులం ద్రొక్కికొని తమసుల్తానుని ఎత్తికొనిపోయిరి, p. 148.

Sometimes the sense is not correctly rendered. Thus at p. 5 blackwood is translated by నూకద్రూను. Blackwood is not known under that name in the Telugu districts, as is evident from the commentator's explanation; "కొబ్బరిచెట్టువలె ఉండేచెట్టు, పగ్గుబియ్యపుచెట్టు." At page 51 "the following narrative" is rendered by "తరువాతి (sic) అధ్యాయము," implying that the narrative is all comprised in the next chapter. At page 58 "the Nizam and the Nabob both owed their authority to him" is rendered by వాడు నియమించిన నిజామును, కర్ణాటకనవాబును, తానుచెప్పినట్లు ప్రవర్తించిరి. There are also such Anglicisms as సేనను కదిలించుకొని, p. 74, and ఎర్రకాగితముమీద వ్రాసిన, p. 84, and such grammatical constructions as the following, which defy analysis :—

"Being isolated for many ages from the rest of mankind by the physical peculiarities of their country, and by the exclusiveness	హిందువులు ఈదేశమునకు ప్రకృతిసిద్ధములయిన విశేషములవలనను వారికులాచార ప్రకారము ఇతరులకూటమి మానియుండ

of their national character, they maintained no beneficial intercourse with other races, with whom they were distantly connected by commerce alone.

వలయునని వారికి కలిగియున్న యభిప్రాయముచేత బహుకాలమునుండి యన్యదేశస్థులతోడఁ జేరక వేరుపడియుండుటవలనను, వర్తకముచేతనే స్వల్పసంబంధము కలిగియున్నప్పటికిని అన్యోన్యసహవాసమువలన నయ్యెడు ప్రయోజనములకు వారు పొందరైరి.

"In the midst of the rush of battle and the roar of cannon the night drew on."

యుద్ధము ముమ్మరముగా ఫిరంగులు మ్రోయగా సూర్యుఁడస్తంగతుఁడయ్యెను. p. 291.

84. Colenso's Arithmetic in Telugu, Parts I. and II., is not a mere translation of the English original. It has been specially adapted to this country by the introduction of examples bearing on the currency, weights and measures of of this Presidency, but this has scarcely been carried far enough, and there is too much mechanical teaching by rule. Many years have elapsed since this work was first compiled, and even the edition now in use is twelve years old. The time seems, therefore, to have come for the preparation of a new edition, in which many valuable hints might be derived from such Arithmetics as those of Barnard Smith, Hamblin Smith, and Hensley, to which we have referred elsewhere.

Colenso's Arithmetic.

85. The preparation and revision of the various text books to which we have referred brings up a question of the highest importance, on which European and Native Scholars are never likely to agree. The question as to what constitutes grammatical correctness in Telugu prose composition is discussed at some length in the following paper which has been received from the Rev. J. Sharp, M.A., Principal of the Noble Memorial School, Masulipatam, who shows that an authoritative decision on this point is of considerable importance, not only as regards Government schools, but as regards all schools under inspection :—

Mr. Sharp's remarks on the style of Telugu School Books.

"The following remarks refer to books on History, Geography, Mathematics, Religion, and general subjects intended to be used by young pupils (boys and girls), or by older persons educated only in the vernacular and belonging to the lower castes. They will also apply even to books intended to be the medium of teaching the Telugu *language* (Grammar and Reading) as far as the above-named readers are concerned. But it is allowed that in this last branch of study books of a more 'grammatical' (so called) style would have to be used, when the pupils have made some progress, to lead them gradually up to the study of the native classics required for the University examinations, in the case of those students who will go up ultimately for those examinations :—

"I. *The class of words, &c., to be used in the above-named books.*—Words,

inflexions, and expressions in Telugu may, it seems to me, be arranged in three classes:—

"Class I.—Those which are *strictly* in accordance with '*Grammar*,' but found *only* in *printed* books. They are *never* used in *speaking*, even by the most pedantic pundit, or in common letter-writing, &c. For example క్రొత్త (krotta for kotta, new); త్రోవ (trōva for dōva, road); క్రింద (krinda for kinda, below); చేసెడు (chésedu for chésé, the indef. rel. participiple) వాండ్రు vándru for váru, they, the pron. of the 3rd pers. nom. pl. masc.); వాని and వానిని (váni and vánini for váti and vátini, *neut*. plur. inflexions of the pron. of the 3rd pers.); త్రాగుట (tráguta for táguta, to drink); పోయెదను (póedanu, a form of the fut. tense, I will go); అచ్చట (atstsata, there, the adv.) &c.

"Class II. (*a*).—Some forms, which *though* 'grammatical,' and also in universal ordinary use, are less esteemed for books by pundits, preference being given by them to forms which come under Class I. (above)—those *never* used in speaking. For example {అతడు (atadu, he) / అక్కడ (akkada, there)} are 'grammatical' and in universal use, but many, if not all, pundits prefer అచ్చట (atsata) అతండు (atandu) in books.

"Class II. (*b*).—Words and inflexions which are not in accordance with the strict traditional 'Grammar,' but which are *always* used by the highest castes and the most learned pundits in ordinary *speaking* and *writing*. These persons, being well educated, would never speak *ungrammatically* in the sense in which this word would be used by Europeans with reference to any modern European language. The usual forms for the examples given under Class I. would be కొత్త (kotta); దోవ (dova); కింద (kinda); చేసే (chésé); వారు (váru); వాటి and వాటిని (váti and vátini); తాగుట (táguta); పోతాను (potánu). Dr. R. G. Latham (English language) calls 'Shepherdess' a hybrid word, the base being of English, and the affix of French origin. But he would not, therefore, debar us its use in *books*, while permitting it in conversation. A similar hybrid అనేకమంది (anékamandi, many persons) for instance (Sanskrit base, Telugu affix) is in universal use, but it is called *a violation of Grammar* to insert it in a book, and pundits and their disciples strictly forbid its use in them.

"Class III. (*a*).—*Colloquialisms* used even by educated and high caste persons in *speaking only*, but *never written* by them. Such, *e.g.*, is a form of the third pers. plur. of the past tense, universally used in ordinary speech, but the exact sound of which cannot even be expressed in Telugu writing. It is pronounced somewhat like 'velléru' in the case of the verb velluta, to go. These forms seem to correspond to the English ''ll' for 'will;' ''s' for 'is;' ''d' for 'would;' 'don't' for 'do not;' 'sha'n't' for 'shall not,' &c.

"Class III. (*b*).—*Vulgarisms* used only by the lower castes in speaking, *e.g.*, the word దప్పి (dappi) for 'thirst;' the forms తిస్కెళ్లు (tiskellu for

tisukoni vellu); అవవు (avavu), &c. Such in English are the words 'ain't,' 'yourn,' 'I have n't never a one.' It seems to me that Class I. and Class III. (*b.*) should be absolutely excluded from modern books of the kind specified, and Class III. (*a.*) only introduced, if necessary, in reports of conversations, &c. The objection to Class III. is obvious. That to Class I. is that those forms and words are practically useless to all pupils who do not proceed to the study of the higher classics. Forms which they never hear or use elsewhere are also a very serious hindrance in imparting instruction in Geography, History, &c. In Anglo-Vernacular Institutions books in *Telugu* on such subjects are only wanted for the lowest classes consisting of young beginners. In Girls' Schools and purely Vernacular Institutions these 'grammatical' forms are lost upon the pupils. One of my Native Assistant Masters felt the difficulty in teaching the Telugu Edition of Morris' History of India so great that last year he published a little work to explain above 900 words and phrases in it so as to make them intelligible to the boys who have read the book. Another Assistant complains that he cannot teach his pupils the Telugu Outlines of Geography prepared by the late Deputy Inspector of Schools, Chinnathumby Chetti Garu, as the language is in many parts quite unintelligible to them. A single instance may be quoted, p. 57, చీనావారు స్పొట్టముక్కులును పసిమినిగ్గుల - విలసిల్లుమోములును గలవారు, పాదునందు మొలచి పెనంగిచుట్టుకొనినలతల వలెచూ పట్టుచుట్టుకున్నరితన్నై మధ్యప్రకాశించు కేశఖండము ను జడనై చితలను చుట్టుకొందురు.

"Unfortunately this has been the almost universally prevailing style in which school books have hitherto been brought out. Even those which in earlier editions were simple have in subsequent ones been made more difficult by transformation into the 'grammatical' style. Thus the C. V. E. S. Telugu Second book begins in the *Second* edition thus:—పిల్లలారా మీరు దినమంతా ఆడకూడదు. మీరు తలవెంట్రుకలు దువ్వుకొని బడికిరండి. కాలము పోగొట్టబడితే తిరిగి దొరకదు. In the third edition now current this re-appears thus: పిల్లలారా మీరు దినమంతయు ఆడఁగూడదు మీరు తలవెంట్రుకలు దువ్వుకొని బడికిరండు, కాలముపోఁగొట్టఁబడినయెడ తిరుగదొరకదు.

"The infection seems spreading even to school books in English. 'The Elements of English Grammar,' which we have been accustomed to use as our *first* book on the subject, used to run thus:—(Edition 1867) 'English Grammar is the art of speaking and writing the English language correctly. In English there are twenty-six letters.' In 1870 it had got altered thus: 'English Grammar is the science of the English language, and the art of speaking and writing that language correctly. Alphabet is a list of written characters representing the simple articulate sounds. Accent falling on a consonant may be heard in *nut, atone,* &c. * * * Etymology is the study of individual words. There are three items in etymology, otherwise called accidence.' The introduction of this style has made this book useless for us, and we have discarded it in favor of 'Cornwell's Grammar for Beginners.' A version of the latter, in which the descriptive portions

have been put into easy Telugu, is also ready for the press, awaiting only the sanction of the copyright-holders to be printed.

"Of the three classes of words and inflexions named above, it seems to me that the *second* is the one which should be used in the cases under discussion. The fact that certain forms have absolutely won their way into modern educated speech and writing should remove from them the stigma of being 'ungrammatical,' and the antiquated forms which they have displaced may be left for the entertainment and gratification of pundits and their loyal following. In the beginning of the 16th century Sir Thomas More wrote thus :—

"'And, therefore, *hath* there some men *bene or* this my deadly foes and written many a *boke* to my *disprayse.*'

"What would be thought of any one who should now attempt to write English school books in this style and call the forms 'have' (plur.), 'been,' 'ere,' 'book,' and 'dispraise,' so 'ungrammatical' that they must not be introduced into them? Wickliffe, 500 years ago, wrote :—'Luke, Chap. I., 6. An bothe weren juste bifore God, goynge in alle the maundementis and justifyingis of the Lord withouten pleynt. 11. And an Aungel of the Lord apperide to him and stood on the right half of the auter of encense. 19. And seyde to him, for Y am Gabriel that stonde nygh bifore God, and Y am sent to evangelise to thee these things.' The orthodox Telugu Grammars now in use are suited to language at least as much removed from the ordinary present usage, as this specimen is from modern English. 'Shakespearian Grammars' are now written to reduce to laws what appear to us as irregularities in the English of 250 years ago, but *not* to force us to use words and inflexions after the same model, and that only.

"The Government Telugu First Book of Lessons has (p. 31.) రెండవభాగము. But the form రెండవ for 'second' is now quite displaced by రెండో in usage. Why then must the former be retained in books for children? A book called 'Bálika Vivékachendrika' was published in 1872 by the Head Master of the Samastánam School, Pittápur, and under the patronage of the Mahárájah, 'for the use of the Girls' Schools in the Madras Presidency.' But it is in the style of the Rámáyanam, and might be studied by young men going up for the Matriculation examination. Even the easy parts are such as this, చదువుచేఁగలుగుమంచిలాభములను దల్లిదండ్రు నెల్ల బంధుమిత్రులు కలుగఁజేయ లేరు, చదువువలనఁదెలివిపుట్టును. (p. 12.)

"II. *The persons who should be entrusted with the preparation of the books required.*—Well-educated *Natives* alone are likely to know thoroughly well which words and forms are of established usage in good society, so as to avoid mere book-forms on the one hand and vulgarisms or mere colloquialisms on the other. But they must not be men influenced by the fear of being themselves thought ignorant for dropping the so-called 'grammatical' forms and using those of the present day. Surely *real* knowledge and ability are shown in simplifying difficult subjects down to the easiest language, not in dressing up simple matter in recondite verbiage. Some

say, "We must wait to write books in these forms until an authoritative Grammar is produced sanctioning their use ; otherwise the Government Inspector will charge us and our pupils with making grammatical *mistakes* in our composition. Well, then, the sooner one of them produces such a Grammar the better. But it seems to me that some will have to dare to write the *books first.* Grammar is the hand-maid of language, and not its mistress. It must follow, not lead. Language inevitably changes with time, and Grammar must submit to change too. Many important changes have already won their way practically into polite Telugu speaking and writing. Let them appear in books too, and then a modern Grammar be prepared to classify them, and give expression to the rules which are already regulating their usage. These authors, again, must not be guided by pundits in preparing these works. These learned gentlemen may still be indispensable as dictionaries for reference, but the way in which they themselves were educated and their whole system of teaching is unsuitable for the cases now contemplated. They will not tolerate the least surrender of the 'grammatical' style, and their judgment is of no weight in dealing with the education of the young or the humbler classes. One principle of their hourly teaching may be illustrated by the following example in English. The lesson-book contains the words 'He is kind.' A boy is ordered to paraphrase it. The pundit will accept such a paraphrase as 'That person exists benevolent' or 'benevolently,' because these expressions do not violate any rule of syntax, however much they transgress current idiom, but he will in no wise allow the simple word '*is*' to remain *unchanged.*

"In the 'Village Teacher's Help,' a work professing to *explain* 'the words and phrases which occur in the first part of the Telugu First Book of Lessons published by the Department of Public Instruction,' prepared by 'B. Seetharama Charyulu, C. Seetharama Sasthrulu, and C. Soobbarayalu Naidu' (Madras, 1872), the following is the style in which the *simplest* words are explained (?) They illustrate well the *pundit* method of teaching (p. 11) నీ = నీవు అనుదానికి ప్రాతిపదికము: పో = పొమ్ము: (p. 12) మంచివాఁడు = ఆరోగ్యుఁడు: (p. 13) డేగ = ఒకదినుసు (Madras Telugu) పక్షి: (p. 15) అన్నము = వంటకము. Little boys are learning these explanations off by heart ; will they understand నీ, &c., any better after doing so than they did before ?

"The C. V. E. S. Telugu First Book is far superior in style, on my principles, to the Government First Book of Lessons, but it is disfigured here and there by such forms as వున్నది for ఉన్నది, and English idioms in places crop up under a Telugu dress, *e.g.*, (p. 30) మనము ఇండియాఅనిపిలువబడ్డదేశములో వున్నాము, for ఇండియా అనేదేశములో. But as this style is disowned by the *Government* book, teachers fear to use the C. V. E. S. one, as practice in the latter will not prepare boys for an examination conducted by Government officials on the standard of the former.

"Some religious books and others are crowded with యొక్క to represent the genitive case even where the noun or pronoun to which it is added shows by its *inflexion* the case in which it stands, and its relation to the

word following it, *e.g.*, నాయొక్క మాట. The word or inflexion యొక్క seems *very* sparingly used by natives, and only desirable when, from the absence of inflexion, ambiguity might arise as to the meaning of two nouns placed in juxtaposition.

"Where languages are spread over a vast area, there must necessarily be some difference in the words and forms current in different parts, and it will be necessary to avoid those which belong only to a certain district, or to prepare different versions for different parts. Telugu books prepared in *Madras* are often very unsuitable here. The Government Telugu First Book of Lessons now in use (11th edition) contains such words as చిలుకను, చిలికొను త్రిన (p. 22), which are unknown here.

"Very much through the influence of the *books* hitherto published, Europeans, who have acquired some Telugu, are in much perplexity as to what words they should use, so as, on the one hand, to avoid the appearance of pedantry, and, on the other, to escape vulgarisms.

"III. With the increasing spread of education the demand for vernacular literature is greatly increasing, and is being met, I fear, by an increase of pernicious works. It seems most important that fresh steps should be taken to hasten the provision of more books of a moral and instructive tone and in an easy and interesting style. Few are willing to incur the expense of sinking a considerable sum of money in preparing and publishing such books, if they have to wait a long time to recover it by gradual sales. We want a set of *publishers*, apart from the authors, or some other way of meeting the pecuniary difficulty."

Conclusion arrived at by the Committee on the standard of style for Telugu School Books.

86. Nearly all European scholars will probably concur in these views. There is, properly speaking, no prose literature in the language, except a few passages of poetical prose scattered through the Mahabharata and other poems, and to an Englishman it seems hopeless to expect that any popular prose literature can ever be created in a dialect which no uneducated person understands, and which the most highly-educated person never attempts to use in the business of life, in conversation, or in correspondence. According to this view, the language used by an educated Brahmin in telling a story, in carrying on an argument, in translating a legislative enactment or a State paper, in drafting a judgment, or in writing to a friend, is grammatically correct, and admissible in all prose composition. But this view has only one adherent in our Telugu Sub-Committee, and the majority of us are entirely opposed to it. Most of us think that several of the forms which Mr. Sharp would banish from school books should be retained, and that many of those which he is desirous of introducing are vulgarisms, which should be carefully excluded. We admit, however, that the language of school books requires to be simplified, and are prepared to concede the following points:—

I. As a general rule no forms should be introduced for which there is

no authority in standard authors, but when several forms are used by such authors, the simplest should be preferred. Thus చేయువాఁడు, చేసెడువాఁడు and చేసెడివాఁడు are all three correct. The two last might be discarded, and the first adopted.

II. Whenever Sandhi is optional, it should be dispensed with.

III. After commas and semicolons, even compulsory Sandhi should be dropped.

IV. In the First Book there should be no Sandhi of any kind, except such as is in ordinary colloquial use.

V. All difficult samasams should be avoided.

VI. All Ardha Anusvarams, which cannot be converted into Purna Anusvarams, should be discarded.

VII. The letter ఱ should be discarded, except when it is doubled as గుఱ్ఱము, మఱ్ఱి.

VIII. In the First and Second Books, as well as in all books on Geography, History, and Arithmetic, such forms as వత్తును, తెత్తును, పోఁదును, which are not repugnant to the genius of the language, although there is perhaps no classical authority for them, may be employed, but not such vulgarisms as పోతాను, వస్తాము, చేసేవాఁడు, వాటిని, వాణ్ని, అనేకమంది, రెండో, and other similar expressions.

IV.—Tamil Text Books.

First Book of Lessons in reading.

87. It now remains for us to notice the Tamil text-books. Many of these being identical in substance with the corresponding English and Telugu books already noticed in the second and third sections of this report, our remarks upon them in this place will be necessarily brief. Beginning, then, with the First Book of Lessons, we find that it is one of a series of Readers prepared 15 and 20 years ago by the then Professor of Vernacular Literature in the Presidency College, assisted by native pundits. Regarding this First Book, Dr. Murdoch says: "It begins with all the letters of the alphabet; next there are combinations of consonants and vowels, like ba, be, bi, &c. Words then follow, but without any attempt at classification according to vowel sounds, as is now seen in every good Primer published at home." The book is certainly defective in that it follows, what is now admitted on all hands to be, an antiquated model. There is no attempt to teach the letters by their sounds, or to teach spelling by using the powers of the letters instead of their names; and much time is necessarily wasted in mechanically mastering the letters and their combinations apart from words and ideas. The words of one syllable presented in the earlier lessons which follow the alphabet are far from judiciously selected. Instead of beginning with common words

Letter to Lord Napier on Education in India, page 211.

within the ordinary comprehension and experience of young boys, we have a collection of words, many of which belong to the high dialect, and which can convey no idea to boys of six or seven years of age. In the subsequent lessons, too, we meet with words and combinations of words, too many of the latter in the shape of dry, uninteresting, unconnected sentences, which are either too difficult or too childish. We also notice the occasional use of Sandhi, which is out of place in a First Reader. Altogether, we consider the first part of this book to be dull and uninviting, and not the pleasant and attractive lesson book which should form "the school's first gift to a child." The second part contains some good and interesting lessons, but it wants graduation. Besides, we do not consider a First Book of Lessons to be a proper place for a dissertation on "the soul, heaven, and hell," lesson 8, p. 44, or for expounding the Biblical doctrine about spirits, lesson 28, p. 76. There are also some lessons which are not particularly interesting, such as 20, 21, and 22, and might be omitted with advantage. On the whole, much as we have approve of portions of the book, we are of opinion that it should be entirely recast, the first part somewhat on the plan of the Canarese First Book prepared by Mr. Garthwaite to which we have already referred. The second part should be re-arranged, the lessons omitted being replaced by others well selected, and the whole carefully graduated.

Second Book of Lessons in Reading.

88. The Second Book of Lessons is also susceptible of great improvement. Much of the matter contained in the lessons on the "Head," "Eye," "Nose and Mouth," "Ear," "Trunk," "Limbs," &c., is too meagre and childish. A similar remark applies to the lessons on Natural History: "the human head has ears on its right and left side," lesson 2, p. 3; "the nose is just above the mouth," lesson 6, p. 6; "it has two nostrils," lesson 6, p. 7; "we have two hands and ten fingers," lesson 12, p. 11; "five fingers to each hand," lesson 16, p. 15; "the cow gives milk; it has four legs," lessons 25 and 57, pp. 27 and 69, are specimens of what we refer to. No boy of the most ordinary intelligence can be ignorant of much of what is contained in the lessons on the crow, the cow, the ass, the sheep, the cat, &c. We consider regular lessons on geography to be out of place in a Reader, when geography is taught as a separate subject. Lesson 21, p. 21, on the seasons contains allusions to ice and skating not easily understood by native boys at this early stage. The lessons (46, 47, 48, and 49) on the sun, moon, and stars are not sufficiently interesting. Sections 2, 3, 4, and 5 contain several moral tales and fables which are good and appropriate, although there are some on the other hand which are dull and uninteresting. The forms of letter-writing given at the end are far from natural. They are far-fetched and abound in expressions peculiar to certain classes of the

people. We do not likewise see the use of the badly-formed diagrams on the last page. On the other hand, having been specially prepared for native boys, the book is in many respects suitable. There is little in it which native children cannot understand, and the style is on the whole clear and simple, though it is not altogether free from faults of idiom and bad spelling, and lastly, like the First Book of Lessons, it wants graduation. If the defects we have endeavoured to point out are corrected, if the lessons on Natural History and Physiology are so improved as to be made more interesting, if in the place of lessons which are omitted others more suitable are substituted, and if the lessons are arranged in the order of their difficulty, we are of opinion that the book will be found to answer its purpose. We suggest the introduction of pictorial illustrations in this and in fact in all the Readers so far as the means and appliances available in this country will allow.

Third Book of Lessons in Reading.

89. The Third Reader also needs revision fully as much as the Second which we have just noticed. The lessons on Natural History, including the Mineral, Vegetable, and Animal Kingdoms, might be made much more interesting and the vehicles of more useful information than they now contain. The lesson on "Objects of study" in creation, at page 31, contains several hard words, and the accuracy of the classification which it gives of animated objects has been questioned. Those on the Atmosphere, Rain, Dew, Lightning, and Thunder are little more advanced than the corresponding lessons in the First and Second Readers, and may be said to be almost a repetition of them. Those which follow on Gold, Silver, Lead and Tin, Iron, Copper, and Brass are all meagre and capable of being much improved. Similarly, the lessons on Vegetables, the Cocoanut and Palmyra, Grains, Coffee and Tea, Tobacco and Areca, &c., should be amplified and made much more full for such an advanced Reader. At page 46 it is said that coffee is grown on the Shevaroys and in the Wynaad in this Presidency. Of course, Coorg, Mysore, the Neilgherries, and Travancore should also be included. Similarly, in the lesson on cotton at page 26, Tinnevelly is the only district mentioned as that in which it is grown. The book having been written twenty years ago, there is no allusion to the American war and the prominence into which it has brought Indian cotton. But the least satisfactory of the lessons on Natural History are those on the Animal Kingdom. There is no attempt to convey any interesting information on the habits or peculiarities of the animals treated. Many of these lessons are simply fables, which are of no value except for the moral which some of them convey. The lesson on the swan at page 54 is wholly useless. The paragraph regarding the cock and hen in lesson 29 at page 54 is simply babyish. We do not understand the bearing of the proverb about scorpions introduced into the lesson on reptiles at page 59.

It has no connexion whatever with the context. And then we find it stated in the lesson on beasts at page 51 that "the bat is neither a beast nor a bird;" and again at page 57 that "the whale is the largest of fishes." The lessons on Geography and History are out of place, and should make way for others more appropriate to a reading book. The lessons on Astronomy seem suitable enough, except that it is not correct to attribute the popular superstition about eclipses to Hindu astronomical science. Most of the lessons classed as miscellaneous are excellent and appropriate. The style is, however, occasionally pedantic and stilted. One piece in particular we cannot but condemn, that of "Rama on his throne" at page 86. It consists of a string of proper names and hard, unmeaning words used more for their sound and for effect, than with any view to sense. It is a good specimen of the turgid writing in favor with pundits of the old school, and is in short exactly the style of composition we should hold up to our boys as the direct opposite of that we would wish them to cultivate. Our proposals with regard to the Third Book are that it should be thoroughly revised; that the lessons on Natural History should be rendered more full and interesting; that those on Geography and History should be omitted; that the style should be corrected wherever it is not chaste and simple; that the lessons left out should be replaced by others taken from Laurie's Technical Readers and other similar books, with the necessary adaptations, and that the fresh matter introduced should comprise a few biographical sketches, some lessons on arts and trades and on the products of Southern India, and a few instructive stories drawn from Hindu books. Lastly, we are of opinion that due attention should be paid to graduation, and that, with this view, all the three Readers should be looked at together, and such transpositions made as may be necessary.

Brief Sketches of Europe.

90. In the scheme of studies the "Brief Sketches" forms the Reader for the third class. In the third section of this report we have noticed the contents of this book and stated our objections to retaining it as a text-book. Those objections apply with equal force to the Tamil version. To attempt to teach boys at this early stage the history of foreign countries when they have not yet even commenced the study of their own is at least anomalous. The history of Europe is too large a subject to be treated in a book like the Brief Sketches, or to be taught in an elementary class like the third. It is necessarily full of allusions to manners, customs, institutions, events, objects, scenery, and natural phenomena which it is impossible for boys just emerging from the Second Book of Lessons to understand or realize. As a translation, the book can lay no claim to a free and easy style or to idiomatic construction. It too often follows the style and idiom of the original. In the next place, having been prepared more than fifteen years ago, it is incorrect in many respects, and requires

to be brought up to date with reference to the political changes which have taken place since it was originally translated. The rendering is also incorrect in many places, and another serious defect is the arbitrary manner in which the proper names are spelt in Tamil. But these defects and errors are easily removed; and the book may, if thought necessary, be revised and left to be used both by teachers and the diligent student as a companion to Geography. But as a Reader it should be discarded and replaced by a Fourth Book of Lessons compiled from the best sources and containing lessons on Physiology, Sanitation, Political Economy, Popular Science, the Revenue and Police systems of the country, Extracts from Voyages and Travels, and from Tamil Prose Authors. Laurie's Readers and other similar works would afford much appropriate material for such a book.

Tamil Poetical Anthology No. 1.

91. We have few remarks to offer on this little book. It is culled from sources held in the highest veneration by the people of the Tamil country. The selection has been carefully made, and contains nothing to which exception can be taken. Dr. Murdoch, indeed, referring to it, states, "even the new Tamil Poetical Anthology, though a great improvement, contains a few sentiments which I should refuse to endorse, *e.g.*, line 13, page 7, which has been translated to me 'Live as your countrymen do.'" The line thus objected to simply means "Live in harmony with your countrymen," or "Live at peace with your neighbours," and we cannot admit that there is anything objectionable in the sentiment. So far from the book containing anything open to exception, we perceive that several passages have been needlessly omitted which might have found a place in the collection with advantage. We are willing to allow that expurgation is both useful and necessary to a certain extent in the case of books used in the elementary classes, but we must deprecate any meddling with Tamil classical authors, simply because they contain, in common with every classical literature in the world, passages descriptive of female beauty, or passing allusions to predestination, to transmigration, or mythology and religion. The only suggestion we wish to make in regard to the Poetical Anthology No. I., as it stands, is that it should have a glossary attached to it giving the meanings of the more difficult words.

Tamil Grammar, Pope's, No. 1.

92. Of the Tamil Grammars used in the Government Schools, that by the Rev. Dr. Pope is the most elementary. It is perhaps as simple as it is possible for a book on grammar to be, and it is one of the very few Tamil books which resemble European publications in its arrangement and mode of treating the subject. Still we consider it far too difficult for the first class. It is impossible that the technical words which meet the eye on opening the book can convey any idea to boys beginning their alphabet. But as the book is placed in their hands, and they must learn it, they do their

best and learn the words by rote. The young mind can derive no advantage, but rather the reverse, from this forcing system. It is, in our opinion, preposterous to attempt to teach Grammar with all its abstractions and technicalities, even though in the boy's own native language, simultaneously with the First Book of Lessons. Herbert Spencer observes: "From the substitution of principles for rules, and the necessarily co-ordinate practice of leaving abstractions untaught till the mind has been familiarized with the facts from which they are abstracted, has resulted the postponement of some once early studies to a late period. This is exemplified in the abandonment of that intensely stupid custom, the teaching of Grammar to children." We consider that Pope's Grammar should be excluded from the first class at least, and that the teacher should be left to give such oral lessons on letters and words and the construction of simple sentences as may render a tolerably intelligent study of Pope's Grammar in the second class, a comparatively easier task than it is at present. Though, as already stated, this book is a decidedly good work of its kind, it is by no means free from faults, and some of these we shall now briefly notice. In the first place we are of opinion that in a first Grammar the explanations should be much fuller than they are in this book. None of the technical words are explained. More advanced boys would not probably require to be told why a vowel is called உயிரெழுத்து or a consonant மெய்யெழுத்து, but a simple explanation of these and other similar terms at this early stage would tend to fix them in the memory and conduce to the intelligent and easy study of a difficult subject. And the definitions and explanations, where they do occur, are generally wanting either in clearness, completeness, or accuracy. The definition of the guttural at page 5, Article 11, must be quite unintelligible to young boys. The letter occurs principally in poetical composition, and it will be sufficient, in an elementary grammar, to explain its form and sound and its position between a short vowel and a hard consonant. The definition of குற்றியலுகரம் or abbreviated உ at page 6, Article 13, is not full enough. It should be accompanied by some explanation of the other class of short உ or முற்றியலுகரம், otherwise it is apt to mislead. At page 19, Article 48, we have the following as the definition of "Person" "இடமென்பது தானம்." The explanation is more difficult than the word attempted to be explained. தானம் is the Sanskrit *sthanam*, and is not generally understood by Tamil boys. It is apt to be confounded with *danam* or gift, in which sense it is much more commonly used. Article 50 defines the nominative case, though not with sufficient clearness; but there is no attempt to explain the other cases, nor is any reference made to அல்வழிப்புணர்ச்சி. In the explanations in Articles 68 and 70 there seems to us to be some confusion and want of accuracy. திணை, which is obviously one of the points to be indicated by the conjugation of the

verb, is omitted in the analysis of verbs, while it is brought in in the article on "Terminations."

The definition of வினையெச்சம் in Article 79, page 33, is not accurate, for every participle is not dependent on a finite verb only. There are participles dependent on other forms of verbs also, as in the examples படித்துப்பேசிப்போனான், படித்துவந்தபிள்ளை. The definition of syntax in Article 96, at page 43, is loose and inaccurate. To call syntax simply சொற்றொடர், as it is called at the head of the chapter, is itself misleading. It is a term used by native grammarians for elliptical and non-elliptical combinations of words which does not convey the more comprehensive meaning intended to be expressed by "syntax." The definition of "sentence" in the immediately following article 97 is not so complete as we could wish. Some of the rules given in the book are also wanting in precision and accuracy, as will be seen from the following instances:—

In Article 20, at page 8, ய் and வ் are referred to as simple consonants. But they are in reality what are called உடன்படுமெய், which has a peculiar significance and should be explained. The rules given at pages 13 and 14 regarding the elision of ற், ன், ட், ண், and ன் are too general. They are applicable only to particular cases which should be specified. The rule given in Article 59, at page 22, is wrong and opposed to the teaching of the Nannúl. It is stated in Article 100, at page 44, that between the subject and predicate there intervene several dependent words. In the example given the adjective நல்ல does not come between the subject and predicate, and yet it is called a dependent word; "ஊடே" for "between" is not a word in common use. The rule in the next Article 101 is confused, and might be put in a clearer form. The rule in Article 114, at page 52, is senseless as it stands. What is intended to be conveyed is முக்காலத்திலும் உள்ளபொருளை நிகழ்காலத்தில் கூறவேண்டும். The chapter on particles seems to us to be in greater detail than is needed in a Primer. As regards the arrangement of the parts, the only point which it occurs to us to notice is that the second chapter on புணரியல், or combinations of letters, is placed immediately after that on orthography. But some knowledge of words and their mutual relations, such as வேற்றுமைத்தொடர் and அல்வழித்தொடர், should precede the rules of Sandhi, or புணர்ச்சி, and, in practice, it will be found more convenient to take syntax before புணரியல். Our opinion on the whole in regard to Pope's Tamil Grammar, No. 1, is that it will answer its purpose, if carefully revised in respect to the points indicated.

Mahalingiah's Abridgment of Grammar.

93. This is a more advanced Grammar, and is based on the Nannúl. It was written by one of the first Tamil scholars of the day and supplied a great want, for such was a suitable text-book in prose. It expounds the principles of Tamil Grammar with great accuracy and gives copious illustrations, but it appears to us to be capable of being improved in the following respects:—

I. In the chapter on எழுத்தியல், some explanations and illustrations regarding the proper use of ர and ற, ந, and ன, and ள and ழ would be useful. No letters are oftener misused in Tamil composition.

II. In the chapter on புணரியல், the rules of Sandhi should be clearly explained, showing by examples where its absence would affect the sense and where it would not.

III. The section relating to இடையியல், or particles, is much too short. The subject should be treated in greater detail.

IV. A chapter on syntax, including parsing and analysis, and written so as to be in keeping with the rest of the book, is a desideratum which should be supplied to make the work complete.

V. A further useful addition would be a small chapter on composition, pointing out its most essential requisites, and the importance of cultivating a chaste and simple style of prose writing in the place of the inflated diction, which generally characterizes the writings of Tamil scholars, and also explaining and illustrating the principal figures of speech and the use and abuse of Sandhi.

To a competent person actually revising the book, other improvements might suggest themselves. Useful hints could be drawn from modern text-books in English as to arrangement of matter and the mode of treating particular portions of the subject.

Savandranayagum's Abridgment of the Nannúl and the Nannúl.

94. The two remaining Grammars used as text-books are an Abridgment of the Nannúl by Mr. Savandranayagum Pillai and the Nannúl itself. The former professes to give the more important sûtrams accompanied by the necessary explanations and illustrations, and the matter is neatly arranged with English headings. The value of such a book depends upon what the compiler considers to be important and what unimportant sûtrams. Opinions will vary on this point. To make a judicious selection from a book, of which the different parts are so mutually dependent upon each other, and the whole is so remarkable for its compactness and sententious brevity as the Nannúl, is not an easy task. Mahalingiah's Grammar is a sufficient connecting link between Pope's Grammar No. 1 and the Nannúl, and we do not see the necessity for any other intermediate text-book. We are of opinion that the Abridgment should be omitted from the scheme of study, and that the Nannúl should be taught as a whole. We have no faith in text-books which profess to make every thing easy for boys and destroy all independent activity in them, in such an advanced class at least as that in which the Nannúl is studied.

On the Nannúl itself, we have no remarks to offer, except that it is an admirable exposition of the Grammar of the Tamil language which it is difficult to supersede by anything better, and that it should be systematically taught to those advanced students who have already studied the Prose Grammar by Mahalingiah.

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95. This book consists of two parts. The first contains Numeration and the four Simple and Compound Rules and Reduction, and the second Vulgar and Decimal Fractions, Practice, Proportion, Interest, Discount, Insurance, Stock, and Profit and Loss. One advantage of the book is, that having been prepared specially for native students, it contains tables of local weights and measures and familiar examples in them; but, on the other hand, as it is now twenty years old, it needs to be revised with reference to the improvements introduced into more modern text-books. The part treating of Notation is far from sufficiently full. The Arabic system, being so different from the Tamil, should be explained and illustrated in much greater detail. The reasons on which the rules are founded are not always explained. The casting out of nines is not an infallible test of the correctness of the results arrived at in Multiplication and Division, but this is not properly pointed out. The old mode of working Rule-of-three sums by dots should give way to the modern method of stating; and we see no reason why Proportion should be deferred to the end as it is in this book. The portions of the book treating of Vulgar and Decimal Fractions are not sufficiently clear and intelligible, and need improvement. Here again the Fractional Notation, which is different from the Hindu system, is not sufficiently dwelt on. The book is disfigured by misprints; and the language of the rules and problems is capable of being simplified. Various statements, such as that the Madras Bank issues currency notes, p. 23, that the cash is a current coin in the Madras Presidency, p. 24, that in the Revenue accounts the land is shown in terms of cawnies and sixteenths, p. 31, and that the acre is in use in only particular districts, foot-note p. 32, are no longer correct. As the book has now been in use for a considerable time, teachers and pupils have become familiarized with the technical terms employed in it, and we are, therefore, unwilling that it should be discarded, but we consider that a revised edition should be brought out correcting the existing defects and errors and adopting the improvements of modern text-books, such as Barnard Smith's, Hamblin Smith's, and Hensley's Arithmetics. We consider that greater attention should be paid to teaching mental Arithmetic than is at present the case in Government Schools.

Colenso's Arithmetic, Parts I. and II.

96. The Manual consists of two parts; the first treats of Asia, and the second of the other continents. According to the scheme of study no geography is taught in the first class except orally with the assistance of the black-board, while the large text of the Manual is taught in the second and third classes. We are of opinion that the book is much too large and otherwise unsuitable for these elementary classes. It opens with the most difficult part of the subject, namely, explanations of the shape and size of the

Manual of Geography, Parts I. and II.

earth and its diurnal and annual motions, the planetary system, definitions of latitude and longitude, meridian, equator and ecliptic, zones and temperature, &c. Leaving the small type entirely out of consideration, a great deal of matter is crowded into the large text itself and put together throughout in a dry and uninteresting manner. The plan of a small book called "a Geography of Asia" commenced by Mr. Duncan, and which has been sent to us, shows that the subject can be treated in a far different and attractive style, and we consider that a book prepared on this plan in two parts would be preferable to the Manual. The part dealing with Asia, and India in particular, should perhaps be in somewhat greater detail than the other portions, while the amount of matter in the whole book should be such as can be got through in two years. If the Manual is to be retained at all, it will need thorough revision. The translation is loose and inaccurate in some places, the transliteration of proper names is not based on a definite or uniform plan, and the statistical information is at least fifteen years old.

Dr. Pope's Tamil Translation of the History of India by Morris.

97. We have already stated in the second section of this report what we consider to be the chief defects of Morris's History of India. It is, therefore, unnecessary for us to go over the same ground in detail in this place. According to the scheme of study laid down the third is the only class in which Indian History is taught in the vernaculars; and it appears to us that, irrespective of other objections, the book is much too large to be studied in a single year. If to this we add the fact that the Mahomedan period is slurred over and disposed of in two short chapters; that the English period is little more than a dry record of battles and/sieges; that the book, instead of dealing with simple facts and events, indulges in opinions and reflections which must be open to question, and that an evident leaning is betrayed towards Christianity and hostility to the Hindus whose national character is vilified, we think we have said enough to show that the book is not suited in its present shape for the instruction of young native boys. A smaller abridgment, containing more of the leading facts and events of the Mahomedan rule and less of the English period, written in a simpler and more impartial style, and without the opinions in which Mr. Morris indulges, would be better suited for the elementary classes in the Government Schools.

As regards the merits of the book as a Tamil translation, we must say that we cannot, on the whole, express our approval of it. The style, except here and there, is not free, elegant, or idiomatic. The rendering is often tame and poor, possessing none of the force of the original, and is not unfrequently loose and inaccurate, and misses the sense of the

author. Sanskrit words, where used, are, as a rule, misapplied. A few instances will suffice:—

Page 2, last paragraph, 1st sentence, கங்கையாயும் பூமி[illegible]யும் இத்தேசத்தில் மிகவும் செழிப்பானது is not a correct rendering of the [illegible]riginal.

Page 2, last paragraph, 3rd sentence, இதில் அவர்க[illegible]ளுடைய புண்ணிய ஸ்தலங்களும் கங்காதீரமும் பரிசுத்தமான நதியும் உண்டு co[illegible]fused, and does not convey the meaning of the passage in the original.

Page 3, third paragraph, 2nd line, "நாலுவித உயரமுள்ள குன்றுகள்" is a loose and inelegant rendering of "hills of various heights."

Page 3, third paragraph, 11th line, சென்னபட்டணம் உண்டாகிய அக்ஷாம்சம், is not correct, இருக்கிற அக்ஷாம்சம் is what is meant.

Page 4, lines 2 and 3, வியனுள்ள நாடுகள் for exte[illegible]ve countries is pedantic.

Page 8, paragraph 3, synopsis, இந்துக்களின் குணகுண[illegible]கள் for differences of race is quite incorrect.

Page 9, paragraph 1, line 9, தமிழ்நாட்டார் அதிகமாய[illegible]த்து வேலைசெய்வார்கள், does not convey the sense of, and is in fact no[illegible], the original.

Page 9, paragraph 1, last sentence, ஆகையால் இந்து[illegible]ரின் குணகுணங்களைக்குறித்துப் பேசும்போது, பொதுப்படப்பேசாமல், [illegible] பேதங்களைக் கவனித்து அவர்களை நிதானிக்கவேண்டும் is surely not a [illegible]rect rendering of the original "Our estimate of the Hindu character m[illegible] consequently be very general."

Page 10, paragraph 1, last sentence, "இந்துக்களுடை[illegible]ய குணகுணங்களும் இங்கிலாந்தியருடைய குணகுணங்களும் வெவ்வேறாக[illegible]ருந்தும் இவ்விருதரத்தார் ஒவ்வொருவருடைய குற்றங்களைக் கூர்ந்துபாராமல் கூடியமட்டும் ஒருவருக்கொருவர் நல்லமனதோடு நன்றுசெய்ய எத்தனிப்பார்களானால் நாளுக்குநாள் அது அவர்களுக்கே பிரயோஜனமாக இருக்கும் என்பதற்குச் சந்தேகமில்லை" is a very poor rendering of "There is much in the Hindu character which an Englishman can admire if only he honestly makes the attempt to discover the points with which he can sympathize, rather than those from which he must differ, and we sincerely trust that the bands of sympathy between the two races may daily be drawn closer." So is

Page 23, paragraph 3, last sentence, "எக்காலத்திலாகிலும் எத்தேசத்தாராகிலும் இவர் எழுதிவைத்த சுயசரித்திரத்தைப்படிப்பவர்கள் இதை எழுதியவர் எது உத்தமமோ, எது சத்தியமோ, எது சிறந்ததோ, அதையே நாடினவர் என்று அவரை மெச்சத்தக்கதாக இருக்கும்" of "He reveals a love for the good and beautiful and true, which will endear him to the hearts of his readers in every age and land."

Page 17, paragraph 3, line last but three, "அவை" [what does this refer to? and துடுக்கானகுணம் is not a proper rendering of "restless spirit."

Page 30, paragraph 1, lines 10 and 11, மன கர்வத்தினாலே சிலருக்கு விசனத்தை உண்டாக்கினேன் is apparently the rendering of the word

"arbitrary" in the original. The whole of the paragraph is badly and inaccurately translated, and the force of the original is not preserved.

Page 34, paragraph 2, line 8, இவன் ஒன்றுநினைக்கத் தேவன் ஒன்று நினைத்தார். This is not in the original. The use of தேவன் for தெய்வம் is inelegant.

Page 38, paragraph 2, line last but four, துண்டுதுண்டாய் வெட்டிவிட்டான், which means cut him to pieces, stands for "stabbed him" in the original.

Page 42, last paragraph. The force of the original is completely lost in the translation which is poor and tame.

Page 58, paragraph 1, Chapter V., do. do.

Page 58, paragraph 2, விர்த்தியானகாணிபாட்சிகள் for flourishing settlements is far from accurate.

Page 63, paragraph 2, last line but two, சிலாசாதனங்களை வெட்டுவித்தார் is not correct. In the original it is only *intended* to place inscriptions.

Page 72, last paragraph in Chapter V. The whole of this paragraph is badly rendered. அநேக காரியங்கள் மாறுதலாயின for "he left the Coromandel Coast in a far different state; and துன்பத்தில் அஞ்சாதவர்கள் for "firmness in times of trial" are not all correct renderings of the original.

Page 358, paragraph 2, பிற்றையசிரேஷ்டாதிபதுனை for "successor" is pedantic.

Page 359. In the same paragraph we have அநந்தம், which means without end for "various" (social improvements), and இகபரவாழ்வுகள், which means happiness in this and the future state for "welfare."

The passage in the original "works for the promotion of traffic" is entirely misunderstood by the translator, who renders it thus: வர்த்தக வியாபாரங்கள் மேன்மேலும் விர்த்தியடைந்தன.

Page 360, paragraph 1, line 4, இரண்டுமூன்று வருஷம் வரைக்கும் is the rendering of "had for some time past." This entirely misses the sense of the original.

Page 361, line 5, மஞ்சள்நீர்குமாரர் for "adopted son," is something new. The whole paragraph is badly translated.

Page 363, paragraph 2, last line but one, சங்கரித்து.

Page 1, நிரசவஸ்துக்கள், for நீரசவஸ்துக்கள்.

Page 359, நியமகம், for நியமனம்.

மாநுஷீகம் for மாநுஷம்.

Page 382, வாஞ்சனை for வாஞ்சனம், and other similar instances of incorrect forms of Sanskrit words are met with.

V.—Concluding Remarks.

Sanskrit.

98. We have now completed our review of the scheme of study. It appears to us a matter for regret that Sanskrit finds no place in it. This Presidency is far

behind Bengal and Bombay in its appreciation of the classical language of India. The University has been sometimes blamed for the existing state of things, but it seems but fair to observe that Sanskrit has always been recognized in the University curriculum, although the study of it has not been hitherto made imperative. It is obvious, however, that no pupil is likely to take up Sanskrit for the higher examinations, unless an opportunity is afforded him of learning the elements of the language during some portion of the school course. We are not agreed as to whether the study of this subject should be made compulsory, but we all think that provision should be made for teaching Sanskrit to those pupils who wish it in the three highest classes of every Zillah School. Viewed merely in connexion with the vernaculars, the study of Sanskrit is certainly not so important to a Tamil boy as it is to a Telugu boy. The latter can scarcely become a good Telugu scholar without knowing something of Sanskrit, and Telugu literature is little more than an echo of Sanskrit literature. The finest Tamil compositions are "perfectly independent of the Sanskrit," and "Tamil," in the words of Dr. Caldwell, "can readily dispense with the greater part or the whole of its Sanskrit, and, by dispensing with it, rises to a purer and more refined style." But apart from this consideration, it will probably be conceded that the culture and mental discipline which the study of a dead language is calculated to afford are not altogether to be despised in either case, and it seems very desirable that those at least who aspire to degrees should be encouraged to acquire some knowledge of the national literature of their country.

Physical Science.

99. Another remarkable omission in the scheme of study is Physical Science. Some scraps of it have indeed been noticed by us in one or two of the Reading Books, but throughout the whole course there is nothing at present deserving of the name. Here the shortcoming may, with more justice, be imputed to the influence of the University. Physical Geography was formerly a regular part of the school course, but as it was not required for the examinations, it has been allowed to drop. At present Physical Science does not enter in any form either into the Matriculation Examination or the First Examination in Arts, but we understand that the whole subject is now under consideration, and will be shortly brought before the Senate. It seems probable that in the Matriculation Examination English History will be replaced by Physical Geography, and a portion of Physics, as contained in the Science Primers of Professors Geikie and Balfour Stewart, and that in the First Examination in Arts, Physiology will take the place of Geography. It is, of course, only in the higher classes that these subjects can be studied through the medium of English text books, but some preliminary notions of them may very well be acquired at an earlier stage through the medium of the verna-

cular. We are glad, therefore, to be able to announce that the School Book Society are bringing out a Tamil adaptation of Professor Geikie's Physical Geography, and we have already suggested that the Fourth Vernacular Reader should contain, *inter alia*, lessons on Physics and Physiology.

Dr. Murdoch's Pamphlet.

100. The only point which now remains to be noticed is Dr. Murdoch's Pamphlet. A wide distinction is drawn both in his letter and in his pamphlet between University text books and Government school books, and while it is admitted that there are Christian allusions in the former, it is nowhere allowed that there are any such allusions in the latter. The statement that all "Christian allusions have been struck out of Government school books" was probably intended to refer only to books published by the Educational Department, but even in this sense there are only three now in use to which the remark is in any way applicable. One is the Selections in English Poetry No. I., in which, as we have already shown, the original text of the poems has been altered in many places, and in which some of the alterations have obviously been made with the object indicated by Dr. Murdoch. The others are the translations of Dr. Murdoch's Manual of Geography and the Brief Sketches of Europe in which certain religious allusions have been omitted, because they were out of place and calculated to give offence. The fact is that, with the exception of the selections in English Poetry No. I., none of the English books read in Government Schools have been brought out by the Educational Department, and that several of the most important of them are full of texts or allusions to Christianity, as has been shown in the reviews of Chambers' Moral Class Book, the Supplement to the Fourth Book, and Morris' History of India. We have also shown that there are many allusions to the Bible and to scripture history in the Vernacular Reading Books which have been prepared by the Educational Department. At page 14 Dr. Murdoch quotes a verse from the Niti Sungrahum, in which the lawfulness of lying under certain circumstances is inculcated. This book is not named in the scheme before us, but from Mr. Bowers' letter there seems reason to suppose that it must be in use in, at all events, some schools. This is not the only instance in which the communications which have reached us seem to show that the scheme of study is not in all cases very strictly adhered to. The statement, that "a whole chapter of a Government school book is intended to teach the art of overcoming an enemy by means of an affected friendship," refers to the Panchatantra; but, according to the scheme of study prescribed, the Panchatantra is no longer a Government school book, although here again it seems possible, from Mr. Bowers' allusions to it, that it may be still used in some of the schools. The statement, "that there are some passages in Government school books

grossly indecent," does not seem, as far as Telugu and Tamil school books are concerned, to be substantiated by anything contained in the pamphlet, if the distinction between Government school books and University text books, on which Dr. Murdoch insists so strongly, is borne in mind. With one exception all the Hindu books referred to at pages 18—23 are not Government school books at all. They are all books which have been prescribed for the Madras or Calcutta University examinations. The only one of the books named by Dr. Murdoch, which ever has been a Government school book, is the Nitineri Villakkam, which forms a part of the Tamil Minor Poets. The only quotation given from it is the following :—

78. "Without interruption to business; without ruining learning; without preventing charity; and without depriving us of youthful vigor; the enjoyment of the charms of those whose waist is as tender and narrow as the beautiful young stem of a flower, may be considered good."

This, however objectionable, can scarcely be called grossly indecent. An English translation of the whole of the Minor Poets has been brought out by Dr. Murdoch, and in the preface to this translation he points out two other verses in the same poem, which it seems desirable also to quote, lest they may be supposed to be worse than they really are :—

24. "Inexhaustible learning is attainable only by those who excel in observation, not by those who smile in vain self-conceit. Though a woman possess charms which even Lachmi (the Goddess of Beauty) might envy, they cannot be enjoyed by an hermaphrodite."

82. "Though their husband be of surpassing beauty, youthful, powerful in song, of an aspect to ravish the eyes of maidens, and uniting truth with courtesy in his pleasing address, the heart of women will still be fixed on others."

But it must be remarked that, according to the present scheme of study, even the Tamil Minor Poets will be superseded by a new anthology in which care will no doubt be taken to exclude all such passages as the above. At page 17 of the pamphlet "an example of successful trickery, spiced with indecency," is quoted from the Kathamanjeri, and Dr. Murdoch observes that it is "most disgraceful that the British Government should print books and teach them in its schools, showing how to overcome by deceit." There must be some misapprehension here. So far as we can discover, the Kathamanjeri has never at any time been prescribed as a text book for Government Schools. It is not even an University text book. It appears that it was reprinted, because it was required for certain civil examinations, and it was found, when the Library of the Board of Examiners was transferred to the Book Department, that the former edition was exhausted. We understand, however, that this book has been used, and is perhaps used still, in certain Mission Girls' Schools.

With regard to such matters as allusions to the Hindu divinities and the doctrines of fate and metempsychosis, we must refer to our remarks in paragraphs 79 and 91, but it appears to us that on some of these points the pamphlet gives a rather one-sided view of the case. No one rising from a perusal of it would ever suppose that for every allusion in Government school books to the deities and doctrines of Hinduism, there are probably ten allusions to the history and tenets of Christianity, and that, if there are some incidental references to idolatry in some of the text books, there are also most violent denunciations of it in others, both in English and in Telugu. We understand, however, that Dr. Murdoch himself sees little or nothing to object to now in any of the books named in the scheme of study which we have been reviewing. As far as Telugu and Tamil School Books are concerned, the end which he had in view in addressing Government has been attained. Dr. Murdoch is, however, unable to sign this report for reasons recorded in a Minute which will be found in the Appendix.

We have the honor to be,

Sir,

Your most obedient servants,

MADRAS,
17*th March* 1874.

R. M. MACDONALD.
V. RAMIENGAR.
E. THOMPSON.
J. T. FOWLER.
P. PERCIVAL.
V. KRISTNAMACHARLU.
D. SASHIENGAR.
Y. VENKATARAMIAH.
S. NEVINS PILLAI.

MINUTE BY J. MURDOCH.

Introduction.

With much of the foregoing Report I concur, but I cannot sign it as a whole, and therefore avail myself of the privilege which secures the representation of minorities, *viz.*, that of placing my dissent on record. Still, my remarks will often be simply explanatory, or moot questions which it is desirable to settle.

Geographies.

Exception might be taken to the opinions expressed on different books. I cannot agree with the views of the *majority* of the Committee on some points connected with geography. At page 29, Mackay's Outlines of Geography is commended for its good arrangement—the very respect in which I consider the book defective. It is one of the first principles of geogra-

phical science that the physical features of a country should precede the political geography. In Mackay, physical and political geography are mixed together; the towns are described before the climate. Clyde's Elementary Geography is one of the few books criticised which receives unmingled commendation. While admitting that it contains much valuable matter, it appears to me to be liable to several objections. The arrangement is not that followed in the best treatises on the subject; frequently the position of a country is not mentioned, and a student would be apt to get only a hazy idea of the information sought to be conveyed.

General Questions.

There are however general questions of much greater importance than such details. Most of them are touched upon, more or less, in the Report. From some of the recommendations I dissent; others are only reiterated with additional arguments.

"Useful instruction in common things."

The first object of education is to give ability to read. Any system which does not secure this is a failure. But it is perfectly possible to teach children to read, while at the same time they get something worth reading. Occasionally, the amount of solid nutriment presented may be too great, and a three years' course of light panada in the shape of fairy tales, fables, and stories may be proposed as a substitute. (Para. 21.) The Report does not take the latter extreme view: on the contrary, the value of general knowledge is repeatedly noticed. Still, the charge on which most of the lessons condemned were found guilty was that of being "uninteresting." But a school is not a place of mere amusement, and certain lessons should be studied although they may be "dull" compared with fables. At the same time it is allowed that natural phenomena, &c., should be explained in as lively a manner as possible. Geikie's Physical Geography, the introduction of which is very properly recommended, is an admirable example of what is required. It is not sufficient that a lesson be good in itself. Each should form part of a great whole, graduated according to the mental stage of the readers. In the earliest books, the subject-matter must be made subordinate to teaching to read.

The gist is, that the imparting of knowledge fitted to make the readers intelligent members of society, *as far as their station in life permits*, should be kept steadily in view. But the *dulce* should be provided as well as the *utile*; the imagination should be cultivated as well as the severer faculties.

Moral Instruction.

The Report acknowledges the importance of moral instruction. Two gentlemen, whose opinions are quoted, express a special horror of "goody books," "highly improving books" (paras. 21 and 72). While the abuse thus indicated should

be guarded against, there is an opposite error, much more common, which is equally to be avoided.

The cry for moral instruction in Government Schools has been raised in Bengal, and it will gradually be re-echoed from every part of the country. The future of India cannot be anticipated without some forebodings. Various forces are at work revolutionizing native society, and in the conflict there is reason to fear that morality, in the case of many, will perish as well as religious faith. The difficulties are fully admitted. All the means available cannot accomplish much; but every effort should be made to turn them to the best account.

The value of moral instruction depends very largely upon its adaptation to the circumstances of the readers. "Tom Brown's School Days" loses much of its force in this country. We require an Indian Thomas Hughes,* who can sympathize with young men here, and address to them words of "Counsel and Cheer for the Battle of Life." Hence, I do not think that Chambers' Moral Class Book, or any Home publication, will meet the want.

Poetry.

Proverbs, fables, anecdotes, biographical sketches, dialogues, and direct appeals may all be employed. The use of poetry and music, especially in the case of vernacular schools, is strongly urged. It is well known what a powerful influence the popular songs of a country have, in many cases, had upon its history. Some of the deepest and best impressions upon Europeans have been produced by the simple rhymes which a mother sang to them when children seated on her knee. It is to be wished that some native scholars would collect the genuine "folk-songs" of their country. I am not competent to form an opinion; but, so far as I can ascertain, most of those which exist are either so mixed up with religion, or so objectionable on other grounds, as to be unfit for school use. Each stanza in native classical poetry is like a mathematical problem, requiring close study for its solution. I remember the profound contempt with which a pundit regarded some verses intelligible, like our own, at first sight—"*no deep sense!*" Hence the very first Tamil poem for beginners has an elaborate commentary, explaining each word separately, then paraphrasing the whole, and lastly giving the substance in prose. Such compositions do not at all meet the wants of the case. I have recommended the offer of prizes to turn attention to the subject. It is true that the first attempts will be poor, but there will be a gradual improvement, and in course of time genuine poetry will be forthcoming.

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* The difficulty of finding an Indian Hughes may be urged. This is a case in which prizes might be offered with advantage. The successful compositions would be unfit for direct use; but good writers in England might work up the materials. The success of Sir William Muir's prices shows how much may be elicited in this way. It is very desirable to print an English translation of "The Bride's Mirror," to enable it to be reproduced in other languages.

Something has been done in this direction in Bengal, although the proposal is still scouted by the learned in the "Benighted" Presidency.

Music.

The influence of poetry as a moral agency is at least doubled if associated with popular tunes. The people themselves are devoting some attention to native music. A volume of 252 pp. 8vo., containing Telugu tunes in native notation, was recently published. Government might, with great advantage, cause a thorough examination to be made of native music, and print a selection of the tunes most suitable for school purposes. A European educational officer acquainted with music should take part in the investigation. A commencement might be made with native tunes. By degrees, European airs will become naturalized and popular. Music should form a subject of instruction in all vernacular normal schools.

Pamphlet on "The Idolatrous and Immoral teaching of some Government and University Text-books in India."

The concluding paragraph of the Report shows that the pamphlet referred to the Committee was not sufficiently clear and guarded on one or two points. A short notice of its origin may render it more intelligible.

A good many years ago my attention was directed to the Tamil "Minor Poets," published by the Madras Educational Department. The readers are taught to invoke Ganesa for success in their studies, to worship Vishnu, to believe in fatalism, transmigration, &c. Dr. Caldwell, of European reputation as a Tamil scholar, was asked to go over the book and note the stanzas he considered objectionable. He condemned "34 as idolatrous and heathenish, or superstitious as based on mythology, or as containing false philosophy; 9 as teaching transmigration and fate; 8 as teaching unsound morals; 7 as containing unworthy or objectionable ideas or expressions." There is no narrative in the book which consists of moral maxims. Omitting the 58 objectionable verses, about 430 were left—more than sufficient for educational purposes. Some of the remaining stanzas were mere platitudes; others expressed, with great beauty, some noble sentiments. An expurgated edition for Mission Schools was published in 1864. A specimen was sent to the Director of Public Instruction, with a letter stating that the original work required pruning, and urging that an edition for Government Schools should be prepared by his own Department. This suggestion was not adopted, and the complete edition was reprinted from time to time.

As the attempt to influence the Director had totally failed, in February 1870 I a[illegible] the Madras Government on the subject. Inculcations of idolatry were objected to in *school books*, but not in *University text-books*. The question was referred to the Director, who consulted the Curator of the Government Book Depôt. The latter could not see force of [illegible]e distinction above-mentioned, and strongly objected to

native poetry being "mutilated and garbled." The Curator's views were indorsed by the Director.

Meanwhile, I examined what may be styled the *English Minor Poets*, —"Selections in English Poetry No. I.," published by the Madras Educational Department. I found that pieces in it had been "mutilated and garbled" to remove Christian allusions. Quotations are given in the pamphlet (pp. 5, 6), and the Report admits that "some of the alterations have obviously been made with the object indicated by Dr. Murdoch." p. 73.

Let now the end in view and the argument on which it hinged be noted.

The aim was to get inculcations of idolatry struck out of school books published by the Director. The argument was as follows: If Christian allusions were excluded from English Poetry, *published by the Department*, "perfect religious neutrality" demanded that references to Hinduism should be similarly eliminated from Tamil Poetry, *printed under exactly the same circumstances.*

Whether there were Christian allusions in Government school books, *not* printed by the Director, was a different question, and did not bear on the immediate point at issue.

When the pamphlet was forwarded to the Madras Government, there was a letter briefly giving its purport, but referring to it for details. The letter stated that the first part of the pamphlet is "designed to prove that while all Christian allusions have been struck out of Government school books, every inculcation of idolatry has been retained."

The report shows that the members of Committee consider that the letter and pamphlet conveyed the idea that there were no allusions to Christianity in Government school books. Though it is admitted that sufficient care was not taken to guard against such a misapprehension, on the other hand the conclusion drawn in the Report seems to me to be without adequate warrant.

The phrase "Government school books" is ambiguous. It may mean books published by Government, or books used in Government Schools. What may hold good in the former sense, may not apply in the latter. The question is, how was the phrase used where the exclusion of Christianity is concerned?

The letter states that "Christian allusions have been struck out of Government school books." It cannot have been intended to assert that the Madras Director had "struck out" Christ[illegible]ions in books printed in England, or elsewhere beyond his contro[illegible]he expression, "Government school books," could only have referred to those, many or few, which were published by the Department.

But the determination of this point is not left to simpl[illegible]nference.

The letter referred to the pamphlet for fuller information. The first statement in the pamphlet on the subject is as follows :—

"EXCLUSION OF CHRISTIANITY.

"It must be admitted that in one respect 'perfect religious neutrality' has been thoroughly observed. *Christianity* has been carefully excluded from all school books published by Government." p. 5.

The assertion is that "Christianity has been carefully excluded from all school books published by Government." So far from countenancing the idea that Christianity has been carefully excluded from *all* Government school books, it leads to an opposite inference, for if no limitation had been intended, none would have been expressed.

But though the phrase was defined at the outset, sufficient care was not taken afterwards to repeat the qualifying words.

It must also be admitted that, even as it stands, the statement is not correct. It should have been school books published by Government *which I have examined.*

Christian allusions in Government Readers.

The pamphlet, indeed, says :—

"As there are Government school books in about fourteen Indian languages, the writer has found it impossible to collect information about so many. The extracts given are only from two or three languages, translations from which can be obtained with greater facility." p. 7.

In the Madras Presidency my information was chiefly limited to English and Tamil, and to one book in Telugu Poetry, of which an English translation was printed at the Public Instruction Press. I did not obtain copies of the Telugu Readers till I saw the Report of the Telugu Sub-Committee. I was under the impression that the Tamil and Telugu Readers were counterparts. This is partly the case. The report says: "The Telugu Series which we have been reviewing was based upon the Tamil." (paragraph 76.) Still, there are some important differences. The Tamil original was probably altered, while the Telugu was left unchanged.

The Report says: "We have also shown that there are many allusions to the Bible and to Scripture history in the Vernacular Reading Books which have been prepared by the Educational Department." p. 73.

Only one allusion of this kind seems to be noticed in the review of the *Tamil* Readers, *viz.*, "The Biblical doctrine about spirits" (paragraph 87). Here the reference is undoubted. The "Christian Veda" says so and so.

The following allusions are mentioned as occurring in the *Telugu* Readers: First Book; invisible Beings, repeated in the Second Book; Third Book; Creation, the Deluge, the First Man and Woman, Palestine, Moses, and the History of the Jews (paragraphs 74, 75). These will be noticed in turn.

The lesson on "Invisible Beings" has been *roughly* translated as follows:—

"The people of all countries think that there are certain invisible beings. Their bodies are not like our bodies, so it is impossible to see them. They are of two classes, the good and the bad. The good are near God as ministering spirits, protecting the helpless; so wise people think. Probably it is these whom the Hindus call *Devatas*. As without God's leave the evil spirits cannot do us harm, we should place our trust in God and seek His help. God is a holy spirit. Our living, moving, and breathing here on earth are all by God's appointment. We should fear such a one."

The Telugu translator was evidently a Hindu. "The Christian Veda says so" has been changed into "so wise people think." The next sentence is interpolated. As a Christian, I object to the above Christian allusion, and approve of the expunging of the whole.

The reference to Genesis in the lesson on Creation is evident, although the source is not mentioned. About the Deluge, the statement is as follows:—

"On the tops of high mountains are found things belonging to the plains, and in some countries the bones of animals living in the lowlands are preserved in their natural state. From these reasons it appears that a long time ago the world was destroyed by a flood."

Both Scripture and geology will object to the above explanation. The following is the allusion to the first man and woman:—

"Though men vary in form, colour, and size, they are all descended from the first man and woman, and belong to the same family. Just as with horses and dogs, the above-named differences arise from different habits, modes of life, and food."

The lesson on Palestine chiefly describes its geography and history. There is, however, the following statement:—

"In it, the author of Christianity, who is called Christ, was born."

The language does not indicate any respect. The following occurs in another part of the lesson:—

"Christians will say that the land was given to the Jews, and that it was taken away by foreigners because they did not believe in Jesus who was born their Saviour; but the Jews still strongly believe that they will again get possession of their own country."

The lesson on Moses refers to the plagues, to the giving of the law, &c.

The last allusion is in the history of the Jews, which commences with Saul, the first king, and notices the leading events. It contains the following references to Christ:—

"When Herod was reigning over Judea, Jesus Christ, the author of Christianity, was born .... When Pontius Pilate was Governor, the above-mentioned Christ was put to death by the Jews."

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The Report says with reference to the foregoing, "All religious allusions should be expunged" (paragraph 75). It has already been admitted that two of the lessons are objectionable even on Christian grounds. The same remark applies to the statement about the possession of Palestine, which is put in an offensive form. I concur with the Committee so far as the reference to Creation and the lesson on Moses are concerned. But I wish to raise the question, whether "perfect religious neutrality" requires the total exclusion proposed? It is freely mentioned in Government school books that Balkh claims Zoroaster, and that Mahomet was born at Mecca. On what principle should the simple statement that Christ was born in Palestine be expunged? A short account of the geography of Palestine* and a brief sketch of the history of the Jews seem equally unobjectionable as "religious allusions."

Ought Scripture moral precepts to be excluded?

A kindred question is suggested by the recommendation with reference to Chambers' Moral Class Book. The Report says, "A series of texts from Scripture is given at the conclusion of each section. Although they do not inculcate any dogmas peculiar to Christianity, the introduction of them may be regarded as inconsistent with the principle of neutrality on which Government education is conducted in this country." (Paragraph 15.) I fully concur so far as "dogmas peculiar to Christianity" are concerned. But does "the principle of neutrality" require the exclusion of the following?:—

"Go to the ant, thou sluggard; consider her ways, and be wise: which having no guide, overseer, or ruler, provideth her meat in the summer, and gathereth her food in the harvest."—Proverbs vi., 6, 7, 8.

"Look not thou upon the wine when it is red, when it giveth his colour in the cup, when it moveth itself aright. At the last it biteth like a serpent, and stingeth like an adder."—Proverbs xxiii., 31, 32.

"Defend the poor and fatherless: do justice to the afflicted and needy."—Psalms lxxxii., 3.

"Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you and persecute you; that ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust."—Matthew v., 44, 45.

"The lip of truth shall be established for ever: but a lying tongue is but for a moment."—Proverbs xii., 19.

The question is mooted, not with reference to the particular case above, which is to some extent special, but as a general principle in Government school books. Is it to be considered a breach of "neutrality" to introduce an apt Scriptural quotation in a lesson on a moral subject?

* I do not object to its exclusion on the ground that "lessons on geography should be omitted" in Reading Books.

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Perhaps the objection turns on the mention of the source. If so, quotations may be given without references. So far as I am personally concerned, I do not object to unexceptionable extracts from any books. Take the best from whatever quarter.

There is another inquiry, not raised in the Report, which is of great importance. What is to be the recognized Creed in Government school books?

The Creed of Government School Books.

Mr. Gladstone, in his Liverpool address, referred to the "manifestation in this age of ours......of the extremest forms of unbelief." The following extract from *Native Public Opinion*, conducted by educated Hindus in Madras, is significant :—

"In those days when people believed in the Hindu religion, the planting of trees was considered to be an act of great charity to be rewarded in Heaven, but now, in the days of Western civilization, the existence of such a place as Heaven is declared a myth." January 1873.

The *Edinburgh Review* thus forcibly puts one of the questions now discussed :—

"*Are we the helpless sport of blind, brute, unconscious, irrational Destiny? or are we the children of God?* Are we to cower, like dogs, beneath the lash of some unknown Fate or Chance, or both together, which may, any day, take some horrible turn against us? Or, may we know, to a moral certainty, that 'all is well'? Is it possible that we ourselves can be 'personal,' while yet the great unknown Power, from whose bosom we come is 'impersonal'?"

Is the answer to be in the teaching of James Mill?

"He impressed upon me from the first that the manner in which the world came into existence was a subject on which nothing was known; that the question, 'Who made me?' cannot be answered, because we have no experience or authentic information from which to answer it; and that any answer only throws the difficulty a step further back, since the question immediately presents itself, 'Who made God?'"

Maccosh well remarks: "It is of course unreasonable to seek after this unknowable God if haply we may find Him, or to imagine that we are bound to pay Him worship, or that we have any duties to discharge towards Him."

Is it to be a breach of religious neutrality to teach the common origin of the human race? Is the only admissible theory to be that man is a developed Ascidian? Is he to be resolved into "nerve-substance and vibrating force," "a series of feelings with a background of possibilities of feeling"?

Are Government school books, *by their silence*, to help on the coming golden age of Mr. Winwood Reade, "When the faith in a personal God is extinguished; when prayer and praise are no longer to be heard; when the belief is universal that with the body dies the soul"?

Far better, to adapt the words of Max Müller, that the Hindus, like their old fathers, gazing up to the eternal sky, and feeling the presence of a Being as far as far and as near as near can be, uttered once more the primeval Aryan prayer *Dyaus pitar*, Heaven-Father! Nay, the poet's exclamation would apply,

> " Great God! I'd rather be
> A pagan suckled in a creed outworn;
> So might I, standing on this pleasant lea,
> Have glimpses that would make me less forlorn;
> Have sight of Proteus rising from the sea;
> Or hear old Triton blow his wreathed horn."

It is not, indeed, feared that the opinions of John Stuart Mill will be avowed in Government *school* books; but to exclude what are usually termed the great doctrines of Natural Religion would *indirectly* have a tendency in the same direction. At least an equal amount of watchfulness should be shown to introduce the latter as there is to guard against the admission of Christian dogmas.

The creed proposed for Government school books is very old and very brief. It may be summed up in the words of the Greek Poet, " For we are also his offspring." It is found in the Vedas; it is accepted by Paul, and a greater than Paul has taught his followers to say, " Our Father which art in heaven"; it is recognized in the creed of Islam. *So far*, Hindus, Christians, and Mahomedans are agreed. Though a very short text, it may form the basis of many sermons. These should not be frequent, long, or dry; but certainly every series of Government Readers should contain some of them.

The *Edinburgh Review* says : " No thoughtful man who is not positively blinded and dazed by physical conceits, can possibly shut his eyes to the terrible facts which Christians briefly call 'sin.'" However true this may be, any express statements on the subject would be unsatisfactory. Still, it seems possible indirectly to say a good deal without offence to any. An earthly parent wishes his child to be good; he encourages him to confess his faults when he has done wrong, and to come to him in all his troubles. This might be applied to the great Heaven-Father. Of course, it would require the most delicate handling.

It is not proposed that any of the doctrines peculiar to Christianity should be taught in Government school books. I ask only for a continuance of the principles hitherto recognized in public instruction in India. The treatise* prescribed for the use of Government teachers in the Madras Presidency bears as a motto the noble words of Milton, that

* " Discipline and Instruction," by J. T. Fowler, Esq.

the end of learning is, "to know God aright, and out of that knowledge to love Him, to imitate Him, to be like Him."

The remaining points may be noticed much more briefly.

Vemana.

I quite agree with the decision about Vemana. Attacks on the Vedas should no more be admitted into school books published by Government than attacks on the Bible. It is also unfair to introduce satirical remarks on Brahmans, requiring often to be taught by a Brahman. Vemana's denunciations of idolatry, &c., have nothing to do with Christianity. He was a Hindu pantheist. The book ought to have been "mutilated" long ago; but, until very recently, the use of the knife in the Educational Department was reserved for Christian publications alone.

The report of the Telugu Sub-Committee contains the following:

Allusions to Hindu Mythology.

"The majority of us are unable to go along with Dr. Murdoch in his views on this subject. We scarcely see how there can be any effective study of the Hindu classics if every allusion to Hindu mythology and religion is to be omitted." (Paragraph 79.)

One or two quotations from the pamphlet bearing on the above may be given:—

"It is easy to throw discredit upon a scheme by exaggerating it, and then denouncing it as impracticable. The writer does not propose to 'cut out every word or phrase involving the religious ideas of the Hindus.'" p. 33.

"Besides *expurgating* what is *immoral*, the writer strongly urges that in books for the school course all inculcations of idolatry should be omitted. The reasons for this have already been stated. But for college students, who have passed beyond the 'mythological stage,' this restriction does not seem to be required." p. 35.

The above may be rendered clearer by a quotation. The following is from Tamil "Minor Poets," published by the Educational Department:—

"O thou spotless gem, that possessest the face of a beautiful lofty elephant: milk, clarified honey, sugar and pulse, to thee will I offer: bestow upon me the gift of the three kinds of Tamil (prose, poetic, and dramatic) sanctioned by the assembly of the learned." p. 28.

To place the above, or the brief maxim, "Worship Vishnu" (page 6), before *school boys*, was opposed as, *pro tanto*, an encouragement of idolatry. It was not objected to in the college course, because many of the students do not worship anything, either in the heavens above or in the earth beneath, and it was not likely to do them any harm.

Another point is noticed in the report of the Tamil Sub-Committee:

Descriptions of "female beauty."

"We must deprecate any meddling with Tamil classical authors simply because they contain, in common with every classical literature in the world, passages descriptive of female beauty." (Paragraph 91.)

Here all depends upon the nature of the descriptions. They may be perfectly unobjectionable or the very opposite. There are, however, strong reasons for scrutinizing very carefully every account of female beauty in "Tamil classical authors." The *rule* laid down is that *every* member of the female person must be described with appropriate similes, and an ordinary pundit will analyze them on the black-board and show their appropriateness.* I have no doubt the Tamil Sub-Committee would recommend "mutilation" in such cases as well as myself. There are, however, poems where there is nothing grossly offensive, but the descriptions are in the voluptuous style of some English Poets. To say the least, young men might be better employed than in studying such passages. Each case must be decided upon its own merits; but I must dissent from the opinion expressed in the report as it stands.

Kathamanjeri.

The quotation from the Kathamanjeri in the pamphlet is at the end of a chapter; but the remark about "showing how to overcome by deceit" (page 74) refers specially to the Panchatantra, one book of which is on "The art of conquering an enemy by means of an affected friendship."

It is stated that the Kathamanjeri has never been prescribed as a text-book for Government Schools, but "has been used, and is perhaps still used, in certain Mission Girls' Schools." The book bears on its title page, "Published by order of the Director of Public Instruction." It is possible that some Missionaries (*O sancta simplicitas!*) may have thought that a book *apparently* bearing the *imprimatur* of the Director of Public Instruction could not contain anything objectionable. Of course the Director was equally ignorant of the nature of one or two of the stories when he ordered the book to be reprinted. Europeans require to be very careful about books which Hindus or Mahomedans ask to appear under their "auspices," or they may find their names on productions containing passages worthy of Holywell Street.

Books for Civil Examinations.

The Report states that the Kathamanjeri was intended "for certain civil examinations" (page 74). And there are books a great deal worse used for similar purposes. Young civilians have sometimes to study poems containing minute and glowing descriptions of "female beauty." The excuse of Government doubtless is, "Behold, we knew it not." The swallowing of a certain amount of filth was never intended to be made a condition of employ-

* I have the best authority for this statement. In Tamil classical poetry an account of a marriage concludes with the scenes in the bridal bed-chamber. A specimen is quoted, from a Madras University Text-book, at page 19 of the pamphlet. Monier Williams says that the "disregard of all delicacy in laying bare the most revolting particulars of certain ancient legends which we now and then encounter in the ancient Indian epics (especially in the Mahabharata) is a serious blot, and one which never disfigures the pages of Homer notwithstanding his occasional freedom of expression." Indian Epic Poetry, p. 44.

ment in the public service. The course adopted in North India with reference to Arabic should be followed here. Selections, chosen by competent Editors, should be printed.

English Translations of Vernacular Books.

The Report contains (paragraph 76) an excellent recommendation, that English versions should be made of all Vernacular books used in Government Schools. This may be extended, with great advantage, to all books used in University and civil examinations.

Hindustani School Books.

I would urge the great importance of a careful revision of the Hindustani School Books. The Gulistan contains some very objectionable stories turning on sodomy and impotency. The whole of it is prescribed for the F. A. Examination in 1875. It may be said that this is a University text-book; but in North India it is in common use in ordinary schools, and perhaps this may be the case here.

New Programme of studies.

Last year the Director of Public Instruction issued a new scheme of studies for Government Schools. So far as I can judge, it seems on the whole to be unobjectionable. The pamphlet noticed above was printed in 1872, and refers to a different state of things. The foregoing Report deals only with Tamil and Telugu so far as the Vernacular languages are concerned. In addition to Hindustani, noticed above, Malayalum, Canarese, and Oriya are taught in Government Schools in the Madras Presidency. These will probably be dealt with hereafter. But it is in the University text-books that the most objectionable passages are found.

"The Battle of the Books."

The Report shows that the "Battle of the Books" has been attended with frightful slaughter. Most of the combatants have been left dead upon the field; the survivors, with few exceptions, have been so "mutilated" as to be scarcely recognizable.

So far as this Presidency is concerned, the result of the inquiry amply confirms Lord Northbrook's remark: "His Excellency in Council, however, considers that more general revision of the books used in all the courses of public teaching is still expedient, and in some respects even necessary."

"Conclusion of the whole matter"—an Imperial Series.

The great question now is, what measures should be adopted? The review seems to point strongly to the recommendation in the Report (paragraph 24), *viz.*, the *preparation of an Imperial Series of Reading Books by one or more officers of the Educational Department set apart specially for the work.* Nothing less will suffice. The offering of prizes may be beneficially employed to a certain extent; but it would fail so far as the most important books are concerned. The set of Readers

must be planned by one man. Any other course would be like different architects each designing part of the same building. It would cost every competitor about a thousand rupees merely to supply himself with the books required as materials. The best men are already fully occupied, and, as the Report justly remarks, "We have no faith in work done at odd moments by gentlemen jaded with teaching and examining."

A German writer says: "Whatever you would put into the life of a nation, put into its schools." One of the most effective means of accomplishing this is to put it into the *school books*. It is true that the personal influence of the teacher is far more important; but this is largely beyond our reach at present, while school books can easily be produced. Besides, the text-books mould the character of the instruction, and, to some extent, the teachers imbibe their spirit.

The problem is, how can education, the most powerful lever at the command of Government, be best employed to improve the temporal condition of the people of this country, as well as to raise them intellectually, socially, and morally? The solution of this will require the undivided attention for years of the ablest educational officer in India, with all the assistance he can obtain, both here and at home.

Two classes of books are required. One Series should be provided to serve as a basis for the Vernacular editions. The Report shows (paragraph 76) that it would be a great waste of labor to provide independently books in the different languages. Under this head would be included one or two Readers for girls' schools. The other Series would be for English Schools. The objects and circumstances are different, and each Series should be adapted to its specific purpose.

The course suggested is somewhat as follows: The Supreme Government, after correspondence with the local Administrations, should appoint the educational officer throughout India who seemed best qualified to be Chief Editor, and set him apart on special duty for three years. He should first spend several months in going round the different Presidencies, visiting schools, consulting with educational officers, ascertaining who could render help in each department, and collecting materials. The last would include translations of vernacular books likely to be useful. The Marathi and Gujarati Readers of the Bombay Government deserve special attention.

The Editor should next proceed to England, and visit France, Switzerland, Holland, Prussia, Germany, and the United States, collecting specimens of books, programmes of study, and other information. A complete set of school books for India might then be planned. With the aid of the best educationists in Britain, and the advice of the most eminent men in each department of science, as Huxley, Hooker, and Tyndall, a full sketch of the whole should first be prepared. This might be sent out to India for criticism by Committees in each Presi-

dency, as well as for the opinions of individual officers. It would be well for the Chief Editor to visit India to ascertain better what modifications were considered necessary, and how the outline could best be filled up.

The work might then be allotted. Lessons on several subjects could best be written in India, though in most cases they would need to be revised at home. The best writers for children should be employed on the elementary books. Scientific men, distinguished both for their attainments and power of conveying knowledge in a simple form, should be engaged, each to prepare a series of lessons on his special subject. Probably most of them would require to be simplified; but this could be done in consultation with the original writers. Skilled Sub-Editors should take charge of each department, the Chief Editor exercising a general supervision and securing adaptation to India.

Small editions of the books, with broad margins, should first be printed for criticism in India. The Chief Editor should again visit the three Presidencies to elicit opinions more fully. Such changes as seemed necessary might be made in the English editions, which could then be printed. The series intended as the basis of the vernacular editions might be transfused into each language, with such local changes as seemed necessary.

Good illustrations are of great value in school books. They might be engraved in the first style in England, and electrotype casts supplied for the vernacular editions. Maps might also be provided.

By the course proposed, Indian educational literature might make as great an advance during the next three years as it has done during the last generation; while, compared with the total expenditure on schools, the cost would be trifling.

Success or failure would largely depend on the selection of the Chief Editor; but there is the same contingency connected with every important undertaking. It would soon appear whether he was "the right man in the right place," and a change could be made if necessary.

Concluding remarks.

The report shows that the scalpel has been used unflinchingly. But the trenchant criticism will do good in the end. For my own part I am glad to have had the opportunity of comparing opinions with gentlemen accustomed to view education from a different stand-point, and if the inquiry in which we have been engaged promote, in any measure, the welfare of this great empire, I am sure that all of us will rejoice.

J. MURDOCH.

MADRAS,
March 24th, 1874.

TAMIL NADU ARCHIVES LIBRARY
ACC. No.

-59-

TAMIL NADU ARCHIVES LIBRARY ACC. No.

From E. B. Powell, Esq., M.A., C.S.I., Director of Public Instruction, to the Hon. D. F. Carmichael, Acting Chief Secretary to Government, Fort St. George, dated Madras, 31st July 1874, No. 1,295.

I have the honor to submit the following remarks in connexion with the Report of the Committee for the Revision of English, Telugu, and Tamil School-books. I shall leave untouched such portions of the Report as consist of pure criticism of the works examined.

Para. 12 of the Committee's Report.

2. Mr. Kershaw remarks that the Committee are wrong in supposing that a pupil commences the study of English and the Vernacular simultaneously. Before commencing the *Zillah School* course a boy must have been at least one year studying the Vernacular alone, but in practice oftner two years. The 1st class of a Taluq School is lower than the 1st class of a Zillah School. Into the latter no boy is admitted unless he can read his Vernacular. Some of the conclusions of the Committee are, therefore, erroneous.

3. Messrs. Fortey and Bradshaw agree with the Committee's views; and Mr. Fortey adds that the change of the medium of instruction at any stage cannot but be abrupt, and that masters are prone to teach in English in classes below the 4th.

4. I consider that the *English* course up to Matriculation may be advantageously extended to seven years; I am, however, unable to recommend a change in the designation of the classes, for that would lead to some confusion and involve alteration of the scale of fees. Arranging then for the teaching of the lowest or purely Vernacular class outside the Government Zillah School, and leaving the other classes at six in number, I recommend that the 4th class should be split up into two divisions, an Upper and a Lower; this would practically carry out the Committee's views. Mr. Bradshaw states that the course recommended by me of splitting up a class is in force in some aided schools.

Para. 15.

5. Mr. Kershaw considers it to be a mistake that English Reading Books for this country should exclude all allusions to matters which a Hindu may feel some difficulty in understanding; but he agrees that Chambers' Moral Class Book is too difficult for the 3rd class.

6. I agree generally with the Committee in their estimation and recommendation of the book.

7. Mr. Bradshaw thinks that Poetry might be introduced at an early stage into the curriculum, but in a very limited way. Mr. Marden, however, would not demand Poetry even from the Matriculation Class.

Para. 17.

8. I agree with the Committee, and Mr. Kershaw holds the same view.

9. I do not agree with the Committee in so far that Geography and History should be excluded from the Reading Books. They might be introduced, but not to any large extent. Mr. Fortey supports my opinion.

Para. 18.

10. I agree with the Committee in considering that a fresh series of Readers is required for all classes below the Matriculation Class.

Para. 20.

11. The Committee give the opinions of Messrs. Fortey, Bowers, Kershaw, Barrow, and of Mr. Garthwaite particularly, regarding Reading Books; and in his report Mr. Marden endorses Mr. Garthwaite's view that the object of such books should be to teach the language. Mr. Garthwaite, in his special report, makes several suggestions in regard to the preparation of the books in question. I consider them valuable, and it would be well to take them into account when the books are being written.

Para. 21.

12. While referring to paragraph 21, it is necessary to take up paragraph 13. The Committee therein give Mr. Garthwaite's view that the Reading Books should be prepared on the plan of Arnold, &c. Mr. Marden endorses Mr. Garthwaite's view, but Mr. Fortey thinks that such elementary books as the 1st and 2nd Readers need not be illustrated with notes, but have a vocabulary at the end. I do not see objection to the notes.

Para. 13.

13. The Committee's view in connexion with the two immediately preceding paragraphs of this letter is given in paragraph 22. I agree with the Committee.

Para. 22.

14. The Committee further propose six Readers, and give their opinion as to what they should contain.

Para. 22.

15. Mr. Kershaw thinks a series of four Readers quite sufficient, and that there should be a Preparatory Matriculation Class, that is, a class which would study portions of Matriculation subjects.

16. Mr. Bradshaw thinks there should be six Readers, and gives his view of what they should contain. These views may receive consideration when the books are under preparation.

17. I agree with the Committee as to the contents of the Readers. I consider that a 6th Reader ought to be prepared for the class below the Matriculation Class. At the same time I believe that if the

Matriculation subjects are thrown out in Government Schools, and if the same course is not pursued in private schools, pupils will leave Government Schools and join other institutions, the anxiety to pass the Matriculation Examination as soon as possible being so great.

18. Agreeing generally with the Committee, I would recommend the employment of several persons under one editor. While I do not consider that any one person would be found capable of producing six Readers of a character suitable for all India, and superior to all those examined, I think it very desirable, and even necessary, that the Readers should present a unity of plan and be carefully graduated. To secure these two points, supposing several persons are employed, all work should be submitted for alterations and suggestions to a single authority. I think the best plan would be to offer rewards, no person in the Education Department being allowed to compete for reward except in the case of one book. The editor should be relieved of all other duty; but, as the mere examination of the books would not furnish him with sufficient work, I would give him the duty of preparing one, but not more, of the Readers. The books, as recommended, should be subjected to the examination of a Committee for each Presidency.

Para. 24.

19. The Committee consider neither the Home-lesson books nor the Teacher's Hand-books, referred to by Mr. Garthwaite, to be necessary, and I agree on the point. I refer to the matter chiefly because Mr. Garthwaite, in his remarks on the Committee's Report, strongly advocates that all books should be divided into Teachers' books and Pupils' books. The suggestion, no doubt, deserves consideration, as Mr. Garthwaite is an officer of much experience; but the labor of providing sets of text-books would be greatly increased by such a course, and it must be recollected that pupils cannot be prevented from furnishing themselves with Teachers' books. Mr. Garthwaite also thinks that the Vernacular Readers will not supply appropriate matter for translation into English. I am disposed to adopt the Committee's view.

Para. 25.

20. I admit that penmanship is neglected, but the remedy is mainly in the hands of the Madras University.

Para. 26.

21. I agree with the Committee in the opinion that Morell's Essentials of English Grammar is unsuited for the classes in which it is read.

Para. 27.

22. Mr. Bradshaw suggests that for the 5th and 6th classes a standard English Grammar should be selected at the discretion of the Head Master. He further gives his opinion as to how the Grammars recommended by the Committee should be written, but it is not necessary for me to do more

Paras. 28 to 40.

than refer to what he says, for it will be of value only when the work of preparing Grammars is entered upon.

23. Mr. Marden agrees with Mr. Garthwaite (paragraph 29 of the Committee's Report) in considering that English Grammars for Native youths should be prepared in the Vernacular, and follows with certain suggestions of his own in addition to the views expressed by the Committee. He, however, in opposition to the Committee, considers that one Grammar alone in English should be used, and that in the 6th or Matriculation Class. All the other classes, he observes, should use the English Grammar in the Vernacular.

24. Mr. Kershaw thinks an English Grammar written specially for India by a competent man a great desideratum.

25. Mr. Garthwaite offers several suggestions regarding the preparation of the Grammars. Those requiring mention here are—that the English Grammar to be translated into the Vernacular should be written by a scholar well acquainted with both English and Vernacular, and that it should teach the scientific study of the language.

26. I agree with the Committee (paragraph 28) that Bain's Grammar is too difficult for the 4th and 5th classes, and (paragraph 29) that Grammar should be taught in the two lowest classes only by oral lessons; but on the second point I have to observe that it would be necessary to furnish the teachers with books for their guidance, a view which Mr. Garthwaite also takes. Also (paragraph 29) that Grammar should be studied in the 3rd class with the aid of a text-book written mainly in the Vernacular; passing on to paragraph 38, I am not prepared to to say that paraphrasing should be given up, though it should be practised in a more judicious manner than is generally the case at present. I have also to remark that, so long as it is required by the University, it must be practised in the two highest classes. I agree (paragraph 39) that Dictation exercises and paper work, coupled with general reading, are the best correctives of bad spelling. No manual of spelling is thus necessary. I agree with the Committee (paragraph 40) that Bain's Grammar may for the present be retained in the 6th class, and that Sullivan's Grammar is best suited, for the present, for the next two lower classes: further, that a special Grammar, of the kind suggested, should be prepared for all the classes to be taught in English. I consider that the reward suggested by the Committee should be offered, as I think it would be inexpedient to detach officers from the Education Department, and that the works prepared should be submitted for the approval of the Committee referred to in paragraph 18 above. I do not approve Mr. Marden's suggestion that all the classes but the 6th should be taught Grammar in the Vernacular. Mr. Garthwaite's suggestions in paragraph 25 above are worthy of adoption.

27. The remarks made by Mr. Garthwaite, both those given in the Committee's Report and those in his special report to me, are valuable, and Mr. Fortey thinks Mr. Garthwaite's remarks on classification, in connexion with Geography, are very much to the purpose. Referring to them Mr. Fortey has sent up with his special report for submission to Government certain diagrams* of geographical statistical information. In the study of Geography Mr. Marden would not attempt anything beyond the rudiments in the classes below the Matriculation Class. Geography he thinks too wide a subject to be taught thoroughly in schools. His further suggestions it is not necessary to notice here.

Paras. 41 to 47.

* Sent herewith. Requested to be returned.

28. I do not see my way towards carrying out the whole of the suggestions of Messrs. Garthwaite, Fortey, and Marden. I must, therefore, express my concurrence with the conclusions arrived at by the Committee in paragraph 47 as to the text-books to be adopted in teaching Geography. Perhaps Mr. Duncan might be induced to introduce the improvements suggested by Messrs. Garthwaite and Fortey.

29. Mr. Kershaw recommends Miss Edith Thompson's History of England for classes up to the 5th, and observes that no special compilation is needed for the class above.

Paras. 48 to 62.

30. Mr. Bradshaw condemns Collier and recommends the Student's Hume.

31. Mr. Marden offers several suggestions similar to those in connexion with Geography, but I do not see my way to their adoption.

32. Mr. Garthwaite condemns Collier and differs from the Committee in their commendation to a certain extent of Morris' Histories of England, and in considering that a History of England for India should be written by some one who knows the country and its people. He further recommends a short chronological digest in addition to the historical biographies and historical wall maps recommended by him to the Committee. He would not have school histories.

33. I agree generally with the Committee in their remarks, and consider that a reward, such as that named, should be offered for an Imperial History of India. Collier's History of the British Empire in my opinion is the best school history which has appeared, and I have no hesitation in recommending that it should be retained for the present. Of course, if another history indisputably better should appear, it might be substituted.

34. Mr. Kershaw prefers Colenso to Barnard Smith; and Mr. Marden's remarks it is not necessary for me to go into. Much information may be gathered

Paras. 63 to 66.

from Mr. Garthwaite's special report, but no object would be gained by reproducing them here. They appertain more to the teaching of the subject. Mr. Garthwaite does not approve of Barnard Smith.

35. Noting the remarks made by the Committee, I consider that it is unnecessary to prescribe any particular text-book in Arithmetic. When another Arithmetic of a really superior character appears, there will be no difficulty whatever in adopting it. Of course it is indispensable that Indian examples should be worked.

36. Mr. Garthwaite's special report to me contains several remarks on the subject of teaching Mathematics; but the difficulty is to give a practical shape to them. (Para. 67.)

37. I agree with the Committee in their view of Todhunter's Algebra.

38. Turning to the portion of the Report of the Committee on the subject of Vernacular School-books, I must remark that my want of acquaintance with the Vernaculars prevents me from expressing anything more than a general concurrence in the views which have been recorded. The gentlemen who formed the Vernacular Sub-Committees possessed special qualifications for their work, and I do not, therefore, hesitate to defer to the conclusions at which they have arrived.

Paras. 73 to 77. 39. Mr. Marden agrees with the Committee's views in connexion with the Readers.

40. Mr. Garthwaite suggests that geographical and historical lessons should be introduced into the 2nd and 3rd Books, and he gives at some length the method in which the books should be prepared. He also strongly recommends that Teachers' Manuals should be drawn up as companions to the books.

41. In paragraphs 9 and 19 I gave my opinion about the introduction of geographical, &c., lessons and Teachers' Manuals. Mr. Garthwaite's other suggestions I think should be considered when the Readers are under preparation.

42. Mr. Garthwaite considers that for the 3rd, 4th, and 5th (new 2nd, 3rd, and 4th) classes there should be a 1st and 2nd Grammar, and shows what their contents should be. (Para. 81.)

43. Mr. Garthwaite's remarks regarding Geography have been referred to in paragraph 27 above. His suggestions in regard to maps are worth noting. (Para. 82.)

Para. 83. 44. Mr. Garthwaite's remarks on the subject of History have been referred to in paragraph 32 above.

45. Mr. Fortey does not think that the Telugu version of Morris' History of India ought to be retained as a text-book.

46. Mr. Fortey thinks the advanced parts of Arithmetic should be taught by means of an English text-book.

Para. 84.

47. Mr. Garthwaite's remarks regarding Arithmetic and Mathematics have been referred to in paragraphs 34 and 36 above.

48. The reference to Mr. Garthwaite's remarks in paragraph 40 above apply in the case of the Tamil Book of Lessons.

Paras. 87 to 90.

49. Mr. Marden is not in favor of Pope's Grammar, and thinks a Tamil Grammar should be compiled on an English model.

Paras. 92 to 97.

50. Mr. Garthwaite's remarks in regard to Grammar, &c., &c., having been more than once referred to, I think it unnecessary here to call further attention to them.

51. In the concluding remarks of the Committee as regards Sanskrit, Physical Science, and Dr. Murdoch's pamphlet, I generally concur.

Paras. 98 to 100.

52. Mr. Kershaw says that the Panchatantram, in the form of the Niti Chendrika, is in every school in the Telugu country. While he thinks it would be a mistake to exclude the Niti Chendrika, he would prefer to see it in its simpler form of the Panchatantram.

Para. 100.

53. I attach two Appendices to this letter. One gives the present and proposed schemes of studies so far as English is concerned, and the other a summary of the Committee's recommendations in regard to Vernacular School-books. I could not throw the latter into the scheme, because, in making their recommendations, the Committee apparently kept in view, not the scheme of studies, as in the case of English, but merely the Vernacular books used. Besides, according to the Committee, the 1st class, a purely Vernacular one, need not be taught in Government Higher-class Schools. I therefore made no provision for it in the scheme. By and by, if the Committee's recommendations as regards the Vernacular books are approved, it will remain to draw up a separate scheme for Vernacular subjects. In that scheme the books recommended, either by division into portions or in some more suitable way, may be adapted to the several classes.

From W. R. Kershaw, Esq., Inspector of Schools, 1st Division, to E. B. Powell, Esq., M.A., C.S.I., Director of Public Instruction, dated Waltair, 23rd May 1874, No. 427.

In obedience to your instructions as given in Proceedings, No. 769, of the 8th instant, I have the honor to forward to you a few brief comments on the Report of the Committee for the Revision of School-books. In paragraph 3 of your Proceedings it is requested that the remarks called for be sent in by the 20th; but, as I did not receive the Report till the 20th, and did not get your Proceedings till the following day, it was impossible for me to comply with your request.

2. With reference to paragraph 12, I think the Committee are wrong in supposing "that a pupil commences the study of English and the Vernacular simultaneously." Before commencing the Zillah School course a boy must have been at least one year studying the Vernacular alone, but in practice oftener two years. Though so many Educational Officers were on the Committee, they seem to have forgotten that the 1st class of a Taluq School is lower than the 1st class of a Zillah School. Into the latter no boy is admitted unless he can read his Vernacular. Many of the conclusions, therefore, in paragraph 12 are erroneous.

3. With respect to paragraph 15, it seems to me a mistake that English Reading Books for this country should exclude "all allusions to matters which a Hindu of the same age may feel some difficulty in understanding." Such a course would not only be next to impossible, but most undesirable. Still I think the "Moral Class Book" too difficult for the 3rd class.

4. I quite agree with the Committee's condemnation of the Supplement to the 4th Book of Lessons and Poetical Selections No. I. In my opinion boys in the 3rd class should not read English Poetry.

5. With respect to paragraphs 22 and 23 I think a series of four Readers quite sufficient. I also think it desirable there should be a "Preparatory Matriculation Class." As the language subjects are changed every year, the same Reading Books would not be studied for two years in succession.

6. I approve of the suggestion to appoint specially-qualified men to compile suitable Readers for the whole country; there is no necessity for a different series for each Presidency. I also think that an English Grammar written specially for India by a competent man, is a great desideratum.

7. I consider Miss Edith Thompson's History of England quite sufficient up to the 5th class; a History of India on a similar model is wanted up to the same point. Something larger in both Histories would be wanted for the Matriculation Class. But no special compilation is needed, as there are several very fair books of the larger kind already in existence.

8. In my opinion Colenso's Arithmetic is more scientific, and therefore better, than Barnard Smith's. Besides I object entirely to the arrangement of Smith's as fantastic. Vernacular Editions of Colenso, including Indian weights and measures and corresponding examples, might easily be provided.

The worst of it is every district has its own tables of weights and measures.

9. I consider the Nala Charitra and the Panchatantra most excellent Telugu School-books. The language is generally considered good, and there is very little to offend morality or good taste. I read the former some years ago in Sanskrit, and I do not remember having met with a single objectionable passage. Of course, if a book is to be excluded from a school series because it contains allusions to a man "making water," or a woman having breasts, or because it treats of predestination or fate, the Bible itself would necessarily find a place in the *Index Expurgatorius*, which I fancy would not meet the views of those who object to such books as the Nala Charitra.

10. With respect to the Panchatantra, I have read a good deal of it in Telugu, and there is remarkably little in it that is objectionable; one or two stories might perhaps be cut out; but it is, in Telugu, exactly the kind of Reading Book I should like to see in an English series of school-books. The objection raised against it because of the story of the crows and owls, or because "a whole chapter of a Government School-book is intended to teach the art of overcoming an enemy by means of an affected friendship," seems to me puerile in the extreme. No sane man in England objects to his son reading similar teachings, such as the stratagems of Ulysses, which led to the capture of Troy, and the treachery of Tarquinius Sextus, which led to the capture of Gabii. Besides we might find instances in the Bible of similar teachings. The successful career of Jacob seems to me to have been the result of a series of tricks of a very questionable character, and still he never lost the favor of God by his sharp practice. The excess of prudery which would exclude such books is, in my opinion, just as injurious and mischievous as the opposite extreme.

11. It is stated in the Report that the Panchatantra is not a Government School-book. Under the form of Niti Chandrika it is in every school in the Telugu country, and it would be a great mistake to exclude it, though, for my own part, I would rather see it in its simpler form of the Panchatantram.

From H. Fortey, Esq., Inspector of Schools, 2nd Division, to E. B. Powell, Esq., M.A., C.S.I., Director of Public Instruction, dated Ramandroog, 19th May 1874, No. 185.

As directed in your Proceedings, No. 769, dated 8th instant, I have now the honor to offer a few remarks on the Report of the Committee for the Revision of School-books in this Presidency.

2. I have, however, not much to say, for the Report is so full, and, in my opinion, drawn up with so much judgment, that I have hardly anything to suggest and very little to criticise.

3. In commenting on a few of the paragraphs of the Report, I shall take them in their numerical order to facilitate reference.

4. *Report—paragraph* 3.—The Committee have not considered the question of the books to be used in Local Fund Schools, but these are already far more numerous than what are called "Government Schools;" and as they are to provide for primary education throughout the country, it is, I think, desirable that Government should prescribe the text-books to be used in them, and not leave this important matter to the discretion of the Local Fund Boards.

5. *Paragraph* 12.—I concur with the Committee in thinking that boys should not be allowed to commence the study of English in a Government School until they have made some progress in their Vernacular language. A test in the Vernacular might be prescribed: and if a candidate for admission to a Government School were unable to pass it, he should be placed in a Preparatory Vernacular Class until he could do so. This would involve a change in the present scheme in which English and the Vernacular run *pari passu*, the 1st Book in the English and the 1st Book in Tamil or Telugu being taught in the same class, and so on.

6. In the same paragraph the Committee express their opinion that the change from instruction through the medium of the Vernaculars to that through the medium of English is much too abrupt, but it seems to me that the change must be abrupt at whatever stage it occurs; and in practice I find that masters are very prone to adopt English as the medium of instruction in classes below the 4th of a Government School.

7. *Paragraph* 13.—With reference to a remark quoted from Mr. Garthwaite's letter, I beg to say that I do not think that such elementary books as the 1st and 2nd Readers need be illustrated with notes in the Vernacular, but at the end of each of these books there should be a vocabulary, the meaning, of course, being given in the Vernacular of the district.

8. *Paragraph* 18.—I do not entirely concur with the recommendation of the Committee that History and Geography should be altogether banished from our Reading Books. Short and striking passages from our best historians and interesting descriptions of cities or countries, with greater detail and local coloring than could be given in a text-book on Geography, might be introduced into such books with advantage. Perhaps, however, such passages are not what the Committee mean by History and Geography, in which case there is no real differance of opinion between us.

9. *Paragraph* 24.—I quite concur in the remark that any series of text-books to be prepared should be published in England. Any one who has compared such books with those published in India will admit the importance of this recommendation.

10. *Paragraph* 25.—The Committee remark that "there is far too much teaching and too little learning in many of our schools." This is a point I have urged in more than one of my annual reports. In England, if a boy reading Latin or Greek cannot construe the prescribed portion either from not having looked out the words he does not know, or from having made no effort to master the difficulties of construction, he expects punishment, and generally gets it; but in India all difficulties are supposed to be explained by the master, and I believe that the greater number of the papils

seldom resort to a Dictionary. The fact is our school-hours (6 hours a day) are too long, and this system of cramming wearies the masters and injures the boys. Moreover in India there are no long summer evenings as in England, and boys who do not get out of school until 5 P.M. have no opportunity of becoming expert at cricket, foot-ball, or any other manly game.

11. *Paragraph* 29.—I concur in thinking that English Grammar should not be taught in the two lowest classes, but when it is begun I would teach it by means of an *English* text-book. The Vernacular versions of Colenso's Arithmetic and Lund's Geometry are sad mystifications, and I believe that a Vernacular Grammar of the English language would be nearly as bad.

12. *Paragraph* 38.—I agree with the Committee that the paraphrasing system is utterly vicious, and I wish the Madras University could see their way to the discontinuance of this exercise in their examinations. Translation should be commenced at an early stage in the course of study, and the boys should begin by translating into English such simple sentences as, "here is a dog," "there is a cat," &c.

13. *Paragraph* 43.—Mr Garthwaite's remarks on *classification* in connection with Geography are, I think, very much to the purpose. Some years ago it occurred to me that the mere numerical statements in our Geographies did not bring home to the minds of the pupils the relative areas, populations, &c., of the different countries; and therefore, with the assistance of "The Statesman's Year Book," Statistical tables relating to foreign countries (a Parliamentary Blue Book), and an Overseer, I drew up a few diagrams to illustrate my idea of a graphical representation of statistical information. As I find I have them still, I send them with this letter; and if it is sent on to the Madras Government, perhaps you will be kind enough to send the diagrams also. Of course they are not up to date now, and I could wish they were cleaner. The diagrams now sent show—

The abstract and relative areas of European countries.			
Do.	do.	population of	do.
Do.	do.	density of population	do.
Do.	do.	commerce of	do.
Do.	do.	value of imports from different countries to Great Britain.	

This mode of representation is applicable to many other particulars such as—

The length of railway.
Tonnage of merchant navy.
Annual revenue.
Taxation per head.
Military strength, &c.

14. I lay claim to no originality in suggesting the use of diagrams of this kind, for years ago I remember seeing some very like them prepared by

order of the Honorable Mr. Robi... formerly Inspector-General of Mofussil Police, showing the relative amount of crime for each district of the Presidency, a small portion of each band of color being shaded somewhat darker to show the amount of crime *detected.*

15. *Paragraph* 83.—I do not think the Telugu version of Morris' History of India ought to be retained as a text-book. The Committee have expressed their opinion of the work in paragraph 50, and I agree with them in thinking that it gives an unfair view of the mode in which the English gained a footing in India.

16. *Paragraph* 84.—The advanced parts of Arithmetic should, I think, be taught by means of an English text-book. When boys learn Vulgar and Decimal Fractions they generally know enough English to understand an Arithmetic in that language.

From JOHN BRADSHAW, Esq., M.A., Acting Inspector of Schools, 4th Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Trichinopoly, 26th May 1874, No. 815.

I have the honor to submit my remarks on some points in the Report of the Committee for the Revision of School-books, as called for in your Proceedings, No. 769, of the 8th instant.

2. I concur entirely in the view taken by the Committee (paragraph 12) that the transition from the 3rd to the 4th class is too great; not only are new studies entered in the latter class, but instruction has mainly to be conveyed through the medium of English. In the majority of aided schools there is a third higher and third lower, or a fourth higher and fourth lower, and the difficulty is met in this way, or by not adhering strictly to the scheme of studies quoted in paragraph 11 of the Report. There is also too great a stride from the English Reader of the 2nd class to that used in the 3rd, whether it be the "3rd Reader" or Chambers' "Moral Class Book;" parts of the latter, indeed, are scarcely below Matriculation standard.

3. Adopting the conclusion of the Committee that the series of Readers should be six in number, I would say that the first should be of the nature of an alphabetical primer, with vocabularies of simple English words—names of objects and the like—with the corresponding names in the Vernacular, reaching to short exercises in simple sentences; the second and third to be graduated on the same plan, the lessons consisting of exercises in translation and re-translation, and carrying the pupils at easy stages to a practical knowledge of the forms and changes of the several parts of speech. "Henry's First Latin Book" might be taken as the model of the 2nd and 3rd Readers, while in addition to the plan on which it is based reading lessons might be introduced—simple narratives, moral tales, or fables.

I rarely find a class bring up more than 20 pages of the Moral Class Book or 3rd Reader, and the remainder of the book is closed for ever to those who proceed to a higher class. A Moral Class Book might be compiled on the model of Chambers', divided into two parts so as to extend over a two years' course, and would thus be the Reader for the 4th and 5th classes.

My experience is against the study of *English Poetry* by Native boys below the 4th class. The Readers for the 2nd and 3rd classes might, however, contain short, easy poems of a moral or practical tendency for committing to memory as a weekly task. The two parts of the "Moral Class Book" might contain some poetical selections bearing on the prose lessons, the poetical pieces in the second part amounting to about a third of the whole.

The 6th Reader for the Preparatory Matriculation Class should consist wholly of extracts, descriptive and narrative, from standard English authors. For convenience' sake this Reader might be both a Prose and Poetry Reader, each to form a separate part.

While on this subject I may observe that I am inclined to think that the Committee's condemnation of the texts of Scripture given at the conclusion of each section in "Chambers' Moral Class Book" is too sweeping. These mostly consist of sentences from the Book of Proverbs containing nothing peculiar to Christianity, while their terseness and proverbial form render them peculiarly acceptable to the Hindu; indeed, I have often had it brought forward as a complaint by Hindu Masters in Government Schools that there is too little moral instructions given.

4. I have as yet met with no *English Grammar*, however simple, suited for boys to commence the study of that subject in. The defect of all the so-called "Elementary" Grammars is that they are still larger Grammars reduced to a smaller compass; neither the definitions nor the text are intelligible to young children, and as great an extent of ground is gone over as in the larger works. In addition to this a boy would have to wade through the entire book before he gets a general idea of the nature of the several parts of speech.

Taking Mr. Morgan's "Elementary Grammar"—the most recently published I have met—the article on Nouns ends in the middle of the 15th page, which, according to the Native mode of study and revision, takes a twelvemonth to reach. It is the same with the "Elements of English Grammar," and with the "C. V. E. Manual." In all these, logical accuracy in definition, rather than simplicity of explanation, appears to be aimed at, so that most of the definitions contain words and expressions far beyond the comprehension of those for whom the Grammar is intended, and sometimes even beyond that of the teacher. Of course with an intelligent teacher a class would not have to depend on the book alone, but the majority of the masters of classes beginning English can only *hear* and not *teach* a lesson.

An Elementary Grammar should consist of some 20 pages, each part of speech to be defined, and their various uses and changes illustrated, in the

simplest language and manner, explanation being given through the Vernacular. This elementary portion might form the First Part, while the Second Part (bound up with the First) would carry the student on to the end of the 4th class, entering into the logic of Grammar and the Syntax and Grammar of the English language. For the 5th and 6th classes a standard English Grammar could be selected at the discretion of the Head Master of the school, which, containing such classes, would be a High School.

In addition to the higher Grammars mentioned by the Committee, there is Latham's "Elementary English Grammar," which is one of the best adapted for a Matriculation or First Arts Class I know of.

Sullivan's "Spelling Book Superseded," or parts of it, might be studied with advantage in the 5th and 6th classes; a Russian scholar and linguist told me he found it most helpful in studying English. Some useful hints might be taken from it for the projected "Advanced Grammar."

5. In History I think a text-book should be prescribed for the Matriculation Class; Collier's is the mere dry bones of dates and events, and frequently the language is grotesquely metaphorical. So little is History taught or studied as such that the usual course is for the student to learn off the summary of events at the end of each period in Collier, or in "Essentials" prepared for the purpose. This suffices for the minimum for the examination in that subject at Matriculation, and the cure lies with the Syndicate of the University. I would suggest that the "Student's Hume" be prescribed as the text-book in History for the 5th and 6th classes; the *history of a period* could be learnt from it, and not mere dates and names of persons, events, and battles, which is the only historical knowledge that is ground into the pupils' heads at present, when they are expected to have a general idea of the history of England from a "History of England," which can be nothing more than a summary. For the Matriculation Examination the history of a period from a standard historical work or from the Student's Hume might be prescribed.

6. In the study of Arithmetic, as with most subjects, the influence of the University Examination papers is felt even from the outset. I have inspected schools in which difficult problems in English tables were worked with ease, while Indian weights and measures were absolutely unknown, Arithmetic being taught only through class-books designed for English Schools.

Another omission is that the [illegible] (Enchuvadi), or Native Multiplication Table, is not taught. In the two lowest classes both it and a knowledge of bazaar accounts ought to form part of the recognised study in Arithmetic.

7. In paragraph 26 of the Report the Committee refer to the "neglect of penmanship in the schools in this Presidency," and Mr. Kershaw has pointed out that in his division copy-slips are not used at all; I believe the general neglect of copy-writing to be due to the want of writing-desks; I know of no school in the 4th Division where there is a sufficient number of

writing-desks to supply the classes without inconvenience, and in the majority there are none at all.

8. I am strongly in favor of the suggestion made by the Committee in paragraph 76 that "it is desirable that accurate English versions of all Vernacular books used in Government Schools should be not only preserved, but printed and circulated among all Head Masters of Schools." I would add that the Principals of High Schools should be supplied with translations of the Vernacular text-book prescribed by the University.

From T. MARDEN, Esq., Inspector of Schools, 5th Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Palany Hills, 20th May 1874, No. 253.

In submitting, as directed in your Proceedings, No. 769, of 8th May 1874, the following remarks on the printed Report of the Committee for the Revision of School-books, I have the honor to premise that, as the most convenient mode for reference, I follow the order of the Report and confine myself, as desired, to the salient points.

2. *Section* 1, *Preliminary Remarks, paragraph* 12.—I fully agree with the Committee that it is "anomalous that a boy should commence the study of English before he has made some progress in his own language." We must remember that the ordinary Native school-boy hardly ever hears English spoken except by his master, and that he has to acquire it chiefly from books. Let him then be able to show a fair amount of proficiency in his own language before he commences a difficult foreign tongue—enough, I would say, to be able to read any ordinary prose narrative, to explain its grammatical constructions, and to express his own ideas correctly and with tolerable ease in writing. He will then be in a position to commence English with advantage, and may hope to make more progress in two years than he now does in five. He would also then avoid many errors in which he now becomes confirmed. His 1st Reader need not then be childish; it might be scientific. English should be taught by constant reference to, and comparison with, the Vernacular instead of a boy being left, as is now the case, to stumble and blunder into some knowledge of the language unassisted by any reference to what he already knows. In connection herewith I come to

3. *Section* 2, *English Text-books, paragraph* 21.—I agree with Mr. Garthwaite's remarks in this paragraph and paragraph 13. I do not consider that the chief aim of our Reading Books should be either to amuse or to impart general information. I think that the object aimed at should be the teaching of ordinary *modern Prose* as quickly as possible. The 1st Reader should be constructed so as to exhibit all the *sounds* of the language classified, and should, in subordination to this principal object, introduce and illustrate the use of the most ordinary words and idioms. I published some

years ago a Reader prepared on this principle and called "The Kumbakonam First English Reading Book." This little book has secured the approbation of two successive Directors of Public Instruction, and has long been in use in the Government Schools of this Division. It has not been noticed in the report under review. Grammar should be introduced from the first, not so much as a book to be got up, as one of constant reference as to the forms of words and the construction of sentences. The pupil, being acquainted with his own Grammar (which should be constructed upon the latest and most approved principles without reference to whether the plan harmonizes with the forms which Native grammarians have adopted or not), will rapidly, by perception of resemblances and differences, acquire familiarity with the new Grammar, and will not feel himself beset at once with the difficulty of a new subject (Grammar) and the difficulty of a foreign language. The next Reading Book should be accompanied by exercises and dialogues, and composition should be regularly practised. It is singular how completely any systematic instruction in this art has been neglected in our schools, and whilst an English boy learning any language always "writes his exercises," such a thing is, I believe, unknown in this Presidency, except in my own division, in which some two years ago I made an attempt in this direction on the plan mentioned on page 19 of the Report, the English Reader supplying matter for translation into the Vernacular and *vice versâ*. As regards subsequent Readers I come to the question of introducing *Poetry* (paragraph 17). And herein I not only agree with the Committee (page 11), that English Poetry is introduced at far too early an age, but I would not introduce it at all until the student had such a command of ordinary *modern* English prose as I have above suggested he should have of ordinary Vernacular prose before he is allowed to begin English. I lay a stress on *modern* English because I think the mixture of English of various periods now studied by our pupils is most confusing. How can we wonder at the manner in which our F.As. and Matriculates express themselves when we teach them English by extracts of all sorts of dates and styles jumbled together? Most of us can remember something analogous in the confusion that prevailed in our minds as to *Greek* style when we had read the Greek Delectus, a few chapters of *St. John*, a book or two of *Homer*, the anabasis of *Xenophon*, and a Play of *Euripides* or *Sophocles*. According to this a boy would hardly begin Poetry by the time he had entered the Matriculation Class; and here we are met by the difficulty that this department is subordinate to the University so far that the masters are necessarily obliged to teach whatever the University chooses to examine in. In my opinion no Poetry should be demanded for Matriculation, and no acquaintance with obsolete or even antiquated authors. I would require merely an acquaintance with good modern prose, such as is to be found in the best magazines and newspapers of the present day; and if a lad could read and explain a fair selection from one of these, say one just published, and which he could not possibly have crammed up, and could write tolerably well in ordinary narrative style, I think he would be better educated than the youth who has got up one or two portions of an author and a number of isolated passages which are

"likely to be set," and who cannot write a decent letter on the commonest subject, or read a piece of English he has not been expressly taught.

4. *Paragraph* 25.—I cordially agree with the proposition put forth on page 19, that there is far too much teaching and too little learning in many of our schools, and that the best corrective is to be found in shorter school-hours and more preparation and paper-work. I leave out the concluding words of the Committee's sentence "at home," because I believe the work could be better done *at school*. The plan which prevails in this country of having a teacher for every class has greatly tended to produce this evil, and I remember many years ago submitting to the then Director a proposition that every school should be divided into two sections, the one to be taught whilst the other was studying. Each master would then take two classes; and their number being reduced, we should be able to afford better teachers for our expenditure. It will be seen, from what I have said before, that I have in this division anticipated the plan proposed in this paragraph as regards translations, and, in the absence of any book on the subject, am in the habit of requiring translation into the Vernacular from the English book a boy happens to be studying, and translation into English of Vernacular sentences capable of being rendered into English (not such as the English he is reading which could be too hard, but) similar to that found in the English Reading Book of the next class *below*. Thus a boy of the 4th class must translate into his Vernacular the English Reader used in the 4th class, but it is sufficient if he can translate from his own language sentences which may be rendered into English, such as that to be found in the English Reader used in the 3*rd* class.

5. *Paragraph* 27 brings us to *Grammars*, and here I fully agree again with Mr. Garthwaite's remarks in paragraph 29 as to English Grammars being prepared in the Vernacular for Native youths. You will be aware that this is a point I have more than once dwelt upon in my examination reports. The Grammar to be prepared (paragraph 40) should not only be in the Vernacular and "deal largely with those peculiarities of construction and idiom which Hindoos find it so difficult to master," but it should also be prepared on the same plan as the improved Vernacular Grammars to which I have already referred, and should illustrate and explain the subject as far as possible by the forms and usages of the boy's own language. I do not agree with the Committee that more than one Grammar in English should be retained. I would have one only for the 6th class, and for all classes below that the Vernacular Grammar. Whilst pressing this point, I must assume that the work of preparation in the Vernacular is really well done. The reason why almost all Natives who can read English at all prefer English originals to the Vernacular translations is that the latter are so wretchedly executed (literally "done" into the Vernacular) as to be frequently unintelligible.

6. *Paragraph* 41.—With the Report I "pass on" to *Geography*. I must say that I attach little value to this subject as it is now taught. What we now attempt to give as the result of cramming up a few pages of some manual is what a few well-instructed persons know as the result of a great deal of

travel or reading, or both, *plus* a great deal which no well-instructed person that I ever chanced to meet either knew or wished to know. I cannot help thinking that the head that can retain the names and facts with which our Geographies are stuffed must be one with a good deal of empty space in it. In my opinion Geography, at least beyond the merest outlines, should never be studied alone. It is ancillary to History, to Travels, to Books on Commercial Productions, to Astronomy, to Geology, and so on; and, considering how much time it would occupy when thus thoroughly studied, I would not attempt anything beyond the mere rudiments in the lower classes, say, those below the Matriculation. This subject and History are regarded by boys as easy, because neither makes any demand on the reasoning or reflective faculties, but both are simply matters of memory.

7. Paragraph 49 takes up *History*. If this subject should be taught to lower classes at all, I quite agree with Mr. Barrow (page 33) that theoretically we should begin from modern times; but History, unless read with an object, or studied far more minutely than it can be studied in elementary classes, becomes, like Geography, a mere collection of facts, dates, and names which remain for a short time in the memory, but which neither instruct nor, as exhibited in our ordinary School Histories, amuse. Perhaps, as in Geography, we might with advantage give an *outline* of History, and then I would take Universal History, leaving all details for subsequent study. Locke says: "With Geography Chronology ought to go hand in hand—I mean the general part of it—so that a boy may have in his mind a view of the whole current of time and the several considerable epochs that are made use of in History." Then in addition to these rudiments of Geography and History, and in place of devoting any considerable amount of time to these subjects, I would give bi-weekly lessons from a newspaper, suitable articles from which should be read and explained by the master. And the paper I would select is the *Illustrated London News*. This, being a general paper, deals less with politics and other unsuitable matters than some others, but its great recommendation is its engravings, which would enable boys to realise things of which they can by mere description have no idea. Every event of importance occurring in the world is sure to find a notice and an illustration in this journal, and in the way proposed the boys would acquire an acquaintance with current events far more easily than from any magazine published in this country for them. They would also acquire a considerable amount of *Geography*, for views of cities and scenery are constantly to be found in this paper; and when such occurred, then would be the time for the teacher to produce his map and to bring out any interesting information from his geographical stores.

8. I have not overlooked the suggestion of the Committee in paragraph 47 as to colored engravings, which I think excellent, though I have observed that such pictures are frequently apt to remain on the shelves or walls unnoticed. Moreover, the supply of these pictures would be limited, and as they have no reference to events at present attracting attention, they would excite comparatively little interest; on the other hand, the supply of pictures in a paper is perennial, and the pictures themselves are necessarily those

which are most likely to attract attention and curiosity. My suggestion, however, does not interfere with the Committee's, but is rather supplemental to it; and as I would give the matter a regular place in the school lessons and require the elder boys to keep notebooks of what the master told them, and would also have the subject examined in at inspection like other lessons, there would be no fear that the pictures would be merely exhibited without any explanation being given or any information afforded. I believe that, if this plan were adopted, boys would leave school with a respectable notion of the world, and of what is going on in it, and they would certainly be better prepared to read the ordinary newspapers, or converse with educated people than the present schoolboy, who knows a great deal that most people have forgotten, but nothing of what everybody is talking about. These lessons might be called "Miscellaneous," and I would substitute them, as I have said above, for any detailed study of History and Geography.

9. Paragraphs 63 to 68 take up *Mathematics*, regarding which I wish to remark, 1st, that I think we do not ordinarily go sufficiently into the theory; 2nd, that we spend too much time on difficult examples; and, 3rd, that there is frequently a very unnecessary stress laid on the pupil's ability to solve what are called "practical questions." Now I would either not teach English Arithmetic at all, or I would have it understood. Take all our Results Schools in the lower standards. The boys never *use* our Arithmetic for the ordinary purposes of life; they always employ their own. They do not *understand* our Arithmetic, for that an examiner never requires, and consequently a master never regards as of any importance. What then is our object in introducing amongst the masses a mode of calculation which neither trains their intellects nor helps them in life? In my opinion almost the entire value of mathematical teaching lies in the intellectual training it affords, and that, so far as Mathematics are not comprehended, is entirely lost. Then again, as to problems, I think that only easy examples of each rule or proposition should be taken, sufficient to afford an insight into, and a familiarity with, the theory propounded. I believe that the time wasted over recondite applications might much more profitably be devoted to broad general principles. For example, the time that a boy now expends over "problems" in equations—"conundrums" is the name given them by a distinguished Mathematician—would enable him to gain an acquaintance with the principles of Trigonometry, of which he now leaves school perfectly ignorant. Lastly, as to "practical questions," I do not know exactly what is meant. If "problems" are meant, then I have disposed of them above, but if what is meant is such questions only as actually occur in ordinary life, then our range must be very limited, for there are few positions in life (except those in which a knowledge of Mathematics is necessarily required) where the Compound Rules and "Practice" will not carry a man through very well. And for this reason I should lay very little stress on the weights and measures employed. If a boy understands what he is doing, he can work with any standards set before him; and it often happens that an English weight or measure, as being less familiar, really affords him better mental exercise than an Indian one, in which he is accustomed to reckon.

I have myself in village schools sometimes purposely made up new tables of "towns," "villages," "houses," &c., in order to get the children out of the idea that sums can be worked only in the half-a-dozen tables they had been taught.

10. *Section 4, Tamil Text-books.*—I agree with the Committee's remarks on the Readers. *Pope's* First Grammar is, I understand, simply *Rhenius'*. All that Dr. Pope did for it was to throw it into the form of question and answer—sadly-misapplied industry, for it was much more simple and much more easily understood before—and then prefix his own name, omitting that of Rhenius, the real author! A more disgraceful literary appropriation I have never met with. This book is far too technical for beginners, and is, moreover, couched in the most stilted and pedantic phraseology. The best Child's Grammar that I have met with is one by (I think) McLeod, and is published in Gleig's series. As all languages have necessarily most points in common, I do not see why a Tamil Grammar should not be constructed on an English model. This would greatly facilitate a boy's learning English Grammar, and would besides show him that the broad principles of Grammar apply to all languages, and would lead him to regard grammatical rules as what they really are, not arbitrary rules to which a language must conform, but generalizations from existing facts.

From L. GARTHWAITE, Esq., Inspector of Schools, 6th Division, to E. B. POWELL, Esq., M.A., C.S.I., Director of Public Instruction, dated Calicut, 20th June 1874, No. 821.

I have the honor to acknowledge the receipt of a copy of the Report of the Committee for the Revision of English, Telugu, and Tamil School-books, and to forward my remarks thereon, as called for in your Proceedings of the 8th ultimo, No. 769.

2. The Committee has endorsed most of the remarks I forwarded to them, and have printed them *in extenso* in their report, to which I may, therefore, refer on many points of detail.

Points on which I dissent from the Committee's views.

I may state generally that on most points the Committee and myself are at one. There are, however, some on which I dissent.

3. To begin, for instance, with a point I consider very important, I concur with Dr. Murdoch (pp. 79 and 80) that we should not exclude from their fitting places in our school-books the great truths of natural religion. Our school-books have hitherto recognized at least that there *is* a God great and good and wise; that we should love and obey Him; that it is His wish that we should be just and kind to one another; and that the more like Him we are the happier we shall be, and the less like Him the more unhappy. In twenty years' experience in India I have never met any Native who objected to having his children taught such truths—rather the reverse—and

as on these points Hindoos, Mahomedans, and Christians are agreed, in teaching them there is no violation of the principle of religious neutrality.

4. *Paragraph* 25.—The Committee, misled, I think, by Dr. Laurie's books, has not understood my views as to Pupils' Lesson Books. I regard a dual division into "Teachers' Books" and "Pupils' Books" of all school-books as very essential in the present state of education in the Presidency. On this point I shall touch further.

5. *Paragraph* 25.—I do not consider that the Vernacular Reading Books will supply appropriate matter for translation into English. I speak from experience, having for many years tried the experiment. Materials for translation require to be selected for the purpose and systematically arranged. We cannot, however, select or arrange the matter of our Vernacular Reading Books with a view to such a purpose. They have purposes of their own, the consideration of which must prevail in their preparation over that of all others.

6. *Paragraph* 32.—I think the Committee attach too little importance to the analysis of sentences. To be able to see what is the principal assertion made, how far it is modified by other assertions, and to discriminate whether those modifications are concessional or adversative, or relate to time, place, manner, or some other particular, is a most important acquirement even for a just understanding of what we ourselves really affirm—a point on which the untrained mind is frequently obscure. Now this amount of logical training is what analysis of sentences teaches, and in my own division I encourage teachers to make some simple beginning even in the lower classes to lead their pupils to understand "*what* they speak and *whereof* they affirm." As for the technical words at which the Committee takes offence, Archbishop Whately has long since shown that they are of the nature of the names of tools; when the tools are in use, distinct names are a convenience, not an encumbrance. Once a sentence is discriminated as assigning the condition of the statement made in another, it is convenient to be able to speak of it as a "conditional sentence," and so in other cases.

7. *Paragraph* 53.—I cannot agree that Collier's History of England is a good text-book. The points mentioned by the Committee (paragraph 53) are good enough, but they are almost the only good points the book has. Neither do I agree with the Committee's commendation of Morris' Histories. And in opposition to the Committee, I do think that a History of England for India needs to be specially compiled by some one who knows the country and its people. On this point I shall speak further on.

8. *Paragraph* 66.—I am not in favor of using Barnard Smith's Arithmetic. The examples presuppose a familiarity with English life, often with English public school and college life. This local coloring is, of course, serviceable in England. It is the reverse in India.

9. *Paragraphs* 74, 75.—I do not agree that lessons in Geography and History should not appear in the Vernacular 2nd and 3rd Books. As regards the 2nd Book, that and the 1st Book are the only Reading Books for Elementary Schools, and in such schools in which the distinct geographical

lessons comprise only the "Geography of the District." I think that some more general and interesting geographical information than that is desirable even in an elementary school, and as the teachers of such schools are not able to give it *vivâ voce*, the Reading Book is an appropriate place for it. It can there be given at more length and in more interesting style than would be suitable in such little cheap Geographies as would be available for elementary schools. The teachers are not able to clothe information in an interesting style, and our only chance of associating the idea of Geography with anything interesting is to put in some good reading lessons on the subject. So as to History. The Vernacular 2nd and 3rd Books will be largely used in schools of a low order, where probably History is not taught at all. A few well-selected biographies of Indian historical personages, or even some slight general sketch of History, seem to me far from out of place in these books, unless we think that the masses of the people should know nothing about the history of their own country, nor even how the district in which they live came to be governed as it is.

10. I may have overlooked some minor points, but on the whole the other views of the Committee seem to me sound as far as they go.

My own views.

11. I now beg to submit a brief summary of my own views on school-books for this Presidency.

12. As the course of study in Higher-class Schools is practically determined by the demands of the University, I shall confine my remarks to books for Middle-class and Lower-class Schools.

Importance of having a dual set of books. Lessons for the pupils and hand-books thereto for the teachers.

13. And first I would press as of paramount importance that in all subjects there should be manuals specially prepared for the teachers. In regard to the book in the hands of the *pupils*, I agree with Mr. Kershaw in "attributing very little to the book and *everything* to the teacher." It is quite true that it is good *vivâ voce* instruction that we must look to to make teaching such as to arouse attention and interest, and secure retention. Very good; but then it is essential that the teacher should be master of his subject and master of his art. Now, after long experience of Native teachers of all kinds, graduates and undergraduates, passed and unpassed, trained and untrained, I am of opinion that to expect sound and lively *vivâ voce* teaching to originate from such men as are now available is to call for water from the dry rock. Even the conception of it is beyond them, and they are also without the necessary information, nor have they the zeal or the energy to nerve them to the labor that daily preparation of such lessons would involve. On the other hand, to attempt to put into the *pupil's* hands a lesson book that should contain all that good *vivâ voce* teaching would give is to overload the pupil with the teacher's work, while at best turning the teacher into a mere examiner with a book in his hands, perhaps into the hearer of lessons got by rote. I propose that in each subject there should be two books: one for the pupils, containing the *essential* parts—the dry bones as it were—such a synopsis in fact as judicious men preparing for examination make of the results of their reading; the other for the teacher, containing the illustrations and incidental

information required to clothe those dry bones with life, to give interesting associations to the dry facts, and make them stick in the memory. The "Teacher's Manual" of any subject should in fact be "Notes of Lessons" systematically arranged, and should state, not only *what* is to be taught, but also *how*. It must do for the teacher what his want of ideas, his want of knowledge, want of time, and want of energy prevent his doing for himself, viz., prepare his daily lessons for him.

With such books, provided if there be active inspection, the instruction in Middle and Lower Class Schools might be greatly improved. There are plenty of young teachers who would teach well if the materials were put into their hands. They do not lack "teaching power;" they lack only sound knowledge, a right judgment, and the capacity (naturally rare in a tropical climate) to endure the strain of preparing carefully five or six lessons a day. I propose we do not wait till they are no longer deficient in these respects, but at once try to supply their deficiencies as far as we can in the best practical way.

The books discussed are those for Middle and Lower Class Schools only.

14. What I have above said applies to school-books in general. I shall proceed to consider the books needed in each branch of the curriculum for Middle and Lower Class Schools.

First English Book.

A 1. *English.*—The books on this subject should not be as they have been hitherto, mere English Reading Books such as are in use in schools in England, but books systematically arranged to teach the English language to foreigners speaking a language its very antipodes in structure and idiom. The 1st English Book should not attempt more than to teach to read and understand easy words, discarding (as is now done in the best schools in England) the antiquated system of teaching the *names* of the letters, and teaching first easy words and then gradually the powers of the letters. As soon as a few words are taught, they should be combined into sentences, which should be models from which the pupils, aided by a vocabulary, should acquire the ability to translate sentences of the same construction, but with different words. The meaning of the words and of the model sentences and all rules and explanations should be given in the Vernacular (I have prepared in the rough such a book, and found it work well in practice). The book itself, if well drawn up, would favor intelligent study, but I would have a short "Teacher's Manual," showing him how simple grammatical principles should be deduced from the model sentences, what illustrations should be drawn from the Vernacular, what references should be made to previous lessons, and generally how he may best appeal to his pupils' intelligence. The "Teacher's Manual" should also contain a key to the exercises that might be used, if desirable, in extension of the work given in the "Pupil's Lesson Book." The 2nd English Lesson Book should contain reading lessons (short easy stories and anecdotes and perhaps, dialogues), exercises for retranslation founded on the reading lessons, and grammatical paradigmata. The chief principles of construction and the most necessary idioms should be deduced from the reading lessons. Notes in the Vernacular

Second English Book.

and glossaries (English-Vernacular, and Vernacular-English) should be given at the end. A "Teacher's Manual" to this book should accompany it similar in plan to that to the 1st Lesson Book.

A 2. In both the 1st and 2nd Lesson Book the aim should be to teach only the most necessary words and most necessary constructions, but to make the pupils thoroughly masters of these. How limited is the vocabulary of most children of four or five years, and how few and simple the constructions they use! Yet they find no difficulty in expressing themselves on any subject, simply because they have their limited vocabulary fully at command. To just such a position as regards English let our scholars first attain, and it will be sufficient for a beginning, much more indeed than many now attain to at the end. A more extensive vocabulary and an acquaintance with the more complicated constructions will come as it does in our own case from reading and from listening to others.

3rd and 4th English Books.

A 3. If the 1st and 2nd English Lesson Books are such as to lay a thoroughly good foundation, the main difficulty has been met. The plan of the 3rd and 4th Books is of less importance. It should, however, by no means be thought that more Reading Books are all that is required. Reading Books will supply matter for translation from English into the Vernacular, but the matter for translation from the Vernacular into English will also be required, and this matter will not only require to be systematically arranged for its proper purpose, but should, in my opinion, be based upon the English Reading Lessons, so as to utilize the words, constructions, and idioms which therein occur. Something of this sort seems to be recommended by the Committee. Whether the matter is to consist of extracts or of original composition, the main object should be to give a familiarity with all the constructions and with the ordinary idioms of the English language, and with the words most in use. With this stock a boy who had gone through the English course of a Middle-class School would be able, with occasional help from a dictionary, to understand any English book of ordinary difficulty, so that, if he has a taste for reading, the whole storehouse of English books may be open to him. It is well known that the reverse is now the case, and that most of our under graduates find great difficulty in understanding any books that they have not made a study of.

English Grammars.

A 4. With the 3rd Book the study of a separate Grammar should commence. There might be two Grammars—a primer and a more advanced work. I would recommend that the first Grammar be divided into daily lessons, and that each lesson should have an exercise attached. Both Grammars should be written specially for this country. I consider that no English Grammar drawn up for the use of Englishmen would do the work we want done for Native students. What a Native wants impressed on him is the points as to which the structure of the English language compares or contrasts with that of his own, so that in speaking or writing he may walk in the light and not stumble on in darkness. Such a Grammar would have to be made by a scholar well acquainted with both English and the Vernacular, and if for

Middle-class Schools should be, as the Committee recommends, in the Vernacular. It should not be of the "Lindley Murray" or even "Bain" stamp, where a theory of the language is developed from a mere idea of the language in a single phase, the present one. That style of Grammar, let us hope, will not long survive the spread of the scientific study of language. While I would have no references beyond the ken of native lads, would, in short, have nothing but *results* submitted to the pupils; those results should have been arrived at on the historical method, and have been confirmed by a scientific comparison with similar facts in the cognate languages. None of the Grammars mentioned by the Committee are of other than the obsolete type. The fact is that till recently the only English Grammars thoroughly to be relied on were those written in German. Morris, the celebrated early English scholar, has lately published a small book ("Historical Outlines of English Accidence") founded on a larger one by Professor Koch of Eisenach, which is the best specimen in English of the new style, and it should be consulted by whoever makes an English Grammar. I do not mean, of course, that pupils should be encumbered with any of its numerous examples from English earlier than the present day, or from cognate languages. The *results*, not the process by which those results are obtained, are what is wanted. That these results are correctly arrived at, juvenile students must take on faith.

The Vernacular.

B 1. *Imprimis*, the Vernacular 1st, 2nd, and 3rd Books should be drawn up with special reference to the wants of Elementary Schools, and to the first three standards of the Result Grant Rules.

Vernacular 1st Book.

2. As regards the Tamil and Telugu 1st Books, the Committee has been good enough to recommend that, for the first part of those books, the plan of my Canarese 1st Book should be adopted. That work scarcely requires a second part, such matter as makes the second part of the old 1st Book being in my book simplified and arranged so as to come in from the beginning almost in the shape of stories and interesting lessons that relieve the somewhat arduous task of learning gradually the various letters and their combinations. My plan is that, as the child learns daily one or two letters, he gets practice in reading too; and by the time he knows all his letters he can read. I see no necessity after that for keeping him at a primer. If he can read, he might as well at once go on to another book, especially as by that time, if he is at all like most children, he has probably worn out his 1st Book. I am willing to make or supervise the making of Tamil and Telugu books on my system—a system which saves children much misery, and certainly a full year of time.

Vernacular 2nd and 3rd Books.

3. The Committee seem to contemplate that the Vernacular 2nd Book should consist of a series of easy lessons on the Arts, Trades, and Productions of Southern India; Physiology; Natural History; Meteorology and Astronomy; Biography; and Morals; the latter illustrated by stories. I think that this programme is rather too much for a book coming immediately after the 1st Book, and to be put into the hands of children who have only just learned to read. I

prepared some years ago (with the best intentions) a Malayalum 2nd Book, very much such as the Committee suggest; but I found that a book is required between it and the 1st Book. I would suggest that we have an *easy* 2nd Book containing interesting stories, short moral pieces, and something on common things ;* that this book, the whole of it, be required for the Second Results' Standard; that what the Committee propose as a 2nd be the 3rd Book, and be the book for the Third Standard of the Result Grant Rules; moreover, for the reasons given above, to retain Geography as the subject of some of the lessons in this latter book, whether it be called 2nd or 3rd Book.

Vernacular 4th Book.

4. I agree with the Committee in thinking there should be a Vernacular 4th Book, which should contain lessons on Physiology, Sanitation, Political Economy, Popular Science, the Revenue and Police system of the country, and extracts from Voyages and Travels. The Committee propose to add also extracts from Vernacular Prose. But as in another place they admit that Telugu has scarcely any prose literature, and as Telugu is no worse off in this respect than any other South Indian Vernacular, I consider that in lieu of extracts from Vernacular Prose there be added some good biographical lessons. The 4th Book should not exceed the old 3rd Book in difficulty, and should be suitable to the Fourth Results' Standard which belongs to Middle-class Schools only.

5. All these "Books of Lessons" (as the present series is called) should be truer to their name. While the lessons might be progressive in difficulty and length, care should be taken that each is not more either in length or difficulty than can be taught in an hour; nor, on the other hand, should it be less. Each book should contain enough lessons to make a year's work, and not more. Probably, allowing for Sundays and holidays, examinations and vacations, and the time necessary for careful revision, 100 lessons in each book would be sufficient.

Essential that there should be "Teacher's Manuals" to the Vernacular Reading Books.

6. It is very essential that each of these Reading Books be accompanied by a "Teacher's Manual" or Hand-book. In no lesson is the Native Teacher, even when trained, more helpless. I have repeatedly heard Native Normal Students take the Vernacular reading lesson, and seldom, if ever, have

* I have thought over the plan of such a book for the Second Standard and made some notes, but have not actually drawn up any of the lessons. The lessons would consist of information on things that native children often see, and about which it would be easy to excite their curiosity; such as the different things seen in native bazaars (each kind of shop or trade furnishing one or more lesson); the difference to be observed in trees and plants; the various kinds of common grains (where grown, &c.); the difference in the qualities of domestic animals; differences of disposition in children (this is to be illustrated by stories: these would form moral lessons); the various kinds of metals (where found, how worked, and their qualities and uses); cloth of various materials (the origin and use of each kind); common birds (their habits, nests, &c.); common fish (some elementary information as to them); roads and bridges; the picottah (native ways of raising water and irrigating explained); weighing and measuring; on houses and how they are built; on the police, and what they are for. In fact, anything that ordinarily comes under the observation of a native child, and about which we can give him any information that he can digest, and which will make him better informed and lead him to think, will be good for him.

found them succeed in giving real teaching on it. To hear the boys read, to ask here and there the meaning or the parsing of a word, and give now and then a lame attempt at "explanation," they, in general, consider enough. Sometimes they question on the subject-matter, but to little purpose; the best they can do is to *examine*—and that is not *teaching*. The reason is that, as regards the majority of lessons, they have no idea of their *object*, and they do not even know as much about their *subjects* as even the book, if understood, would teach them. And as we cannot put all our present teachers to school again, the best we can do is to put for them in a book the necessary explanations, the object each lesson aims at, its salient points, and the plan to be followed in teaching it, together with such incidental information as a good teacher might be expected to give *vivâ voce* during its course. Such manuals would, of course, require to be drawn up by one of experience in teaching.

Vernacular Grammars.

7. As to Vernacular Grammars, I agree with the Committee that in the 1st and 2nd classes the teaching should be *vivâ voce*. The teachers must, however, have manuals showing them what parts of the subject they should teach, in what order, and by what means *vivâ voce* teaching in the subject may be rendered systematic, effectual, and interesting. For the 3rd and for the 4th and 5th classes there should be a First and Second Grammar. The catechetical form should be discarded, syntax and analysis of sentences should receive more attention, and specimens of some length should be given of etymological and syntactical parsing, of the analysis of inflected words, and of the analysis of sentences, as in the Malayalum Grammar edited by me. And I strongly urge that the books be divided into daily lessons, and that each lesson have an exercise attached to it.

Mathematics.
1. Arithmetic.

C.1.—Most of what I have to say regarding Arithmetic for Middle-class Schools will be found printed at p. 39 of the Committee's Report. In Lower-class Schools it is of great importance that children should, as early as possible, acquire a familiarity with simple calculations in rupees, annas, and pice, for it must be remembered that, short as the course is in such schools, many children do not remain to finish it; and it is of consequence to them that what little knowledge they do acquire should be of use. Now the cooly who has learned even merely to *add* rupees, annas, and pice—even if he has learned no more—has acquired knowledge of great practical utility to him, and is much more benefited than if, as is ordinarily the case, instead of being taken on early to this, he had been kept at simple addition till he could add up long columns of millions—vast quantities he never meets with in real life, or had even got through all the four simple rules. In the Arithmetic I have lately put forth in Malayalum arrangements are made to have the Indian money tables taught early, and the addition of easy sums in Indian money is taught immediately after moderate progress has been made in simple addition; and similarly in the case of other rules, no time is lost in teaching their application to rupees, annas, and pice. I have found no difficulty in having the children taught in

this way, and the parents like it, as it is to them almost the first glimpse they have yet seen of any thing practical in our scheme of instruction.

2. Another point: care should be taken to give a large proportion of such questions as do actually occur in native life. Moreover, not only the Madras, but also the district bazaar weights and measures should be employed. Those of Malabar differ from those of Canara, and those of the Telugu Collectorates from those of the Tamil ones, and so on. The so-called Madras measure is by no means known throughout the Presidency, still less is it in use. Again, what is good in the native system should be adopted. So much too of the system of revenue accounts, and the mode of measuring land for revenue as is useful for ryots to know, forms another necessary feature. In fact, the Arithmetic taught in our schools should be thoroughly adapted to the wants of ordinary native life, and should be such that any ryot may see that it is an advantage to him to have his boy made quick at such calculations. At present native parents see no use in what we teach. I would in this subject too have separate books for teachers and pupils. That for the former should contain the reasons of the rules and the best way of teaching them, with examples worked out and fully explained, also the exercises to be given to the pupils with their answers, and occasional hints on the working. That for the latter should contain, under each class of examples in each rule, one example worked out and a set of exercises similar to the example, but no answers; each boy being provided with a copy of this latter book, the teacher, after explaining the example on the blackboard, would only have to point out the exercises to be worked whether in school or at home. This is now the plan pursued in good schools in England; and the number of such books of exercises for pupils is already very large, and yearly increasing.

Other branches of Mathematics.

3. While Arithmetic will provide for the wants of Elementary Schools, for Middle-class Schools some more acquaintance with other branches of Mathematics, pure and applied, appears desirable. At present in this as in other branches of knowledge so much time is wasted over knowledge comparatively useless that there is little left for what would be thoroughly useful. Time is now spent on long-complicated arithmetical problems, such as never occur in real life, on needlessly complex arrays of algebraical symbols, or absurd equation problems, the solution of which must be like virtue a reward unto itself, for proficiency therein is not required for any other purpose; and even in Geometry, while the pupils are never taken on the few propositions in Euclid VI., which are the basis of Trigonometry, propositions are taught, the teaching which might be either dispensed with altogether like Euclid I. 16 for instance, or postponed, as with Euclid I., 42, 44, and 45, and many propositions of the 2nd, 3rd, and 4th Books. The present course of mathematical instruction does not seem to me adapted for Middle-class Schools. It assumes that a pupil must be prepared to cope with such difficulties as University papers present. Hence the pupil is taken very minutely over a small range of a few branches, and he does not get enough of any one of those subjects to enable him to make a beginning in those higher branches which

are much more practically useful. Trigonometry as applied to mensuration and surveying for instance, and statics as exemplified in the principles of the simpler machines. I propose for Middle-class Schools an "Elementary course of Mathematics," in which I would, while insisting on rigorous mathematical proof, discard from Algebra and Geometry everything not required to introduce the pupil to the elements of the higher subjects, and from every subject all examples of the mere *tour de force* kind. By this means the school course would allow time to go on to the simpler and more practical parts of the higher branches of Mathematics. Allowing three years for Arithmetic as the foundation, two years for Algebra and Geometry with a little further extension of Arithmetic, and two years for Elementary Trigonometry (to include its application to a little simple mensuration and surveying) and mechanics, a boy beginning school at seven years, and leaving it at 14 or 15, would have a good knowledge of practical Arithmetic, would be able to measure his father's fields, and so on, would have some idea of how machinery may be made to save labor, and would know at least something of the mathematical basis of such scientific knowledge as he might glean from his reading books.

Geography.

D. I.—Geography is at present, of all subjects, the one worst taught in our schools. It might be taught as to a considerable extent a branch of physical science—one full of interest and appealing largely to the intelligence. What is actually taught is a mere string of names ; or, if any facts are learned, they are so fragmentary and realized in so distorted a shape, that the knowledge of them is worse than useless. The cause lies in the teacher's want of knowledge and skill. Hence in no subject is it more necessary to have a series of books for the teacher supplemental to that for the pupil. To take the hints and incidental information required by the teacher, in order to give life to his *vivâ voce* teaching, and expand it into pages of descriptive matter to be read in class by the pupil, would be to deprive the teacher's lessons of all freshness, to lead still more of that wordy "explanation" of mere words, of which there is already too much, while it would jade the pupil with still more book work, when what he requires is vivid *vivâ voce* teaching. We should aim to reduce the quantity of the pupil's mere *word work* in this subject. In the Pupil's Book I would give, for the most part, merely the names and bare facts ; it is to the *teacher* I would supply the method and material to give interest to those names and facts. The Teacher's Manuals in this subject should be a series of notes of lessons going through the whole of the subject in order. The general plan of the lessons on each country should be to teach first its physical geography, and to base on that the other facts. Particular attention should be paid to the "Geography of Productions, Industry, and Commerce." As a sequel to such a series of lessons on a country, there should be recapitulation lessons, in which the facts should be classified for more easy rememberance. Similarly after the geography of any great division of the earth has been gone through ; for instance, lists might be made of all the towns in Europe noted, say, for hardware manufactures (Birmingham, &c. in England, Liege in Belgium,

&c.,) or for cotton manufactures (say Manchester, &c., in England, Rouen in France, &c.,) or of the coffee-producing districts in Asia (Western Arabia, Ceylon, Java, the Madras Presidency, &c.) At the end of the book similar general classfied lists might me given for the whole world. The first series of lessons would ensure that the lessons appealed to the intellect and the imagination, while the recapitulatory sequel would ensure that what was once learned would be thoroughly retained.

2. In connection with Geography, the subject of maps should not be passed over. On this point the Committee has endorsed my views, which are given in paragraph 48, p. 31 of their report. The first desideratum is a good map of modern India, showing distinctly its physical features; the present political divisions of India, viz., the Presidencies, Lieutenant-Governorships, and Chief Commissionerships, with the districts in each, the Native States, the railways and their stations, and the towns of present importance, as well as those of historical interest. It should be well executed, and with all those advantages of different kinds of type, various signs, and distinctive coloring which distinguish good school maps of Europe. Maps without names and large maps illustrative of physical geography should also be supplied to every school above the lower class. The suggestion of the Committee, that every school should be provided with large colored engravings of the costumes of the principal nations, of animals, of famous places, and striking physical phenomena, I consider a valuable one. Without such aids I cannot see how geographical teaching can become much more than a mere sound of empty words. The eye must be appealed to, and not the ear only.

Maps.

3. Before dismissing the subject of Geography, I would point out that, as the "Geography of the district" is brought up for examination in Lower-class Schools, there should be prepared for each district a little Vernacular book giving sufficient information of the kind required, to which might be appended some outline of general Geography; we have such books for Malabar and Canara, but they are rather meagre.

E. 1. In regard to the intelligent teaching of History in Middle-class Schools, I am not very hopeful; still we shall have to substitute something better than the utter waste of time that now goes on under the name of teaching History. The Committee, in their Report, p. 43, p. 33, quote my remarks recommending the use of well-chosen historical biographies, and that historical wall maps should be supplied to schools. These I would supplement by a short chronological digest. A boy would then have an idea of the effect which some great events have had as turning points of the world's history, and at least the bare outline of what took place between those points. This is much more knowledge than he gets now. As for school histories "written down to the comprehension of children," or vamped up with imitation Macaulayese as in the works of Mr. Morris and Dr. Collier, I would have none of them.

History.

2. The above remarks apply only to the History of India. The History of England is not taught in most Middle-class Schools. But I may remark

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that it is difficult for native boys to have any correct notions regarding events so remote in many ways besides in time and place. Almost every thing requires to be explained, and the very things, the knowledge of which one writing for English school boys would naturally take for granted, are often the very things that are most unintelligible to the Indian youth.

APPENDIX A.

Statement showing the Existing Scheme of Studies in English in Government Schools, the Recommendations by the Committee on School Books, the Views of the Director of Public Instruction and those of the several Inspectors, omitting Mr. Fowler.

Existing Scheme of Studies.	Effect of Recommendations by the Committee.	Views of the Director of Public Instruction,[1] especially when not in accordance with those of the Committee.	Views of the Inspectors of Schools when they disagree with the Committee.
1st or Lowest Class. *English.* *Prose.*—First Book of Lessons. *Grammar.*—Morell's Essentials of English Grammar (large print).	1st Class. *English.* *Prose.*—1st English Reader (to be prepared). *Grammar.*—Oral lessons.	A Manual of Grammar will be necessary for the Teacher.	Mr. Kershaw thinks a series of four Readers will suffice. Mr. Bradshaw thinks that the Readers for this and the next higher class might contain short easy poems for committing to memory, though he is opposed to the study of Poetry by native boys below the 4th class. Mr. Bradshaw further thinks that the two lowest classes should be taught the Native Multiplication Table and Bazaar Accounts. Mr. Marden thinks that English Grammar should be introduced into and with the 1st Reader. Mr. Garthwaite thinks a Teachers' Manual necessary for Grammar.
2nd Class. *English.* *Prose.*—2nd Reader, School Book Society. *Grammar.*—Morell's Essentials of English Grammar (large print).	2nd Class. *English.* *Prose.*—2nd English Reader (to be prepared). *Grammar.*—Oral lessons.	Do.	

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3RD CLASS. *English.* *Prose.*—Moral Class-book .. .. *Poetry.*—Selections of Poetry No. I. *Grammar.*—Morell's Essentials of English Grammar.	3RD CLASS, LOWER DIVISION. *English.* *Prose.*—3rd Reader (to be prepared). *Grammar.*—Text-book to be written mainly in the Vernacular and specially adapted to native boys. (The Grammar to be first written in English and then translated. *See* paragraphs 28 and 40. Moral Class-book, if revised, may be transferred to the next class. *See* paragraph 15).	....	Mr. Fortey thinks that Grammar should be taught in English. Mr. Bradshaw thinks a Grammar ought to be prepared in two parts, the second part being suited to carry the student to the "end" of the 4th class. For the 5th and 6th classes a standard English Grammar could be selected by the Head Master.
	4TH CLASS, LOWER DIVISION. *Prose.*—4th Reader (to be prepared). *Grammar.*—A new Grammar (to be prepared in English); but Sullivan's Grammar the best suited of those examined (*see* paragraph 40). *Geography.*—Clyde's Elementary Geography. *Geography.*—Duncan's Geography of India (revised). *History.*—A new Imperial History of India (to be prepared). *Arithmetic.*—Barnard Smith and Bradshaw's Hand-book. *Algebra.*—Todhunter. *Geometry.*—Euclid. The Moral Class-book, if revised, may be used in this class (*see* paragraph 15).	....	Mr. Kershaw prefers Colenso to Barnard Smith for this and the higher classes. Mr. Bradshaw thinks a Moral Class-book in two parts should be prepared for the 4th and 5th classes in lieu of two Readers, and that it should contain poetical selections bearing on the prose pieces. Mr. Marden thinks that both Geography and History should be taught in mere outline in all classes below the Matriculation Class; and that, in addition, lessons should be given from the *Illustrated London News*. Mr. Marden is opposed to the present system of teaching Arithmetic.
4TH CLASS. *English.* *Prose.*—Supplement to the 4th Book, Irish Series.	4TH CLASS, UPPER DIVISION. *English.* *Prose and Poetry.*—5th Reader (to be prepared).	....	Mr. Kershaw thinks Miss Edith Thompson's History quite sufficient up to the 5th class. Also that a History of India on the same model is wanted up to the same point.

APPENDIX A.—(*Continued.*)

Statement showing the Existing Scheme of Studies in English in Government Schools, the Recommendations by the Committee on School Books, the Views of the Director of Public Instruction and those of the several Inspectors, omitting Mr. Fowler.

Existing Scheme of Studies.	Effect of Recommendations by the Committee.	Views of the Director of Public Instruction, especially when not in accordance with those of the Committee.	Views of the Inspectors of Schools when they disagree with the Committee.
4TH CLASS.—(*Continued.*) *English.*—(Continued.) *Poetry.*—Selections of Poetry No. I. .. *Grammar.*—Bain's English Grammar, (large print). *Arithmetic.*—Colenso's, including Decimal Fractions and Extraction of the Square Root. *Algebra.*—Todhunter's Algebra for beginners to p. 67 (end of Lowest Common Multiple). *Geometry.*—Euclid, Book I. .. .. *Geography.*—Hughes' General .. .. Do. Duncan's India .. .. *History.*—Morris' History of India ..	4TH CLASS, UPPER DIVISION.—(*Contd.*) *English.*—(Continued.) *Grammar.*—A new Grammar to be prepared in English; but Sullivan's Grammar the best suited of those examined (*see* paragraph 40). *Geography.*—Clyde's Elementary Geography. *Geography.*—Duncan's Elementary Geography of India (revised). *History.*—A new Imperial History of India (to be prepared). *History.*—Collier's History of the British Empire (till a better one can be obtained). *Arithmetic.*—Barnard Smith and Bradshaw's Hand-book. *Algebra.*—Todhunter. *Geometry.*—Euclid.	Collier's History to be retained till a better History appears.	Mr. Bradshaw thinks that in History the study of a [illegible] the Student's Hume should be prescribed for the 5th and 6th classes; and that for the Matriculation Examination the history of a period from Hume or a standard work should be required. Mr. Garthwaite considers that Collier is not a good text-book, and disapproves of school histories. He also thinks Geography ought to be taught with text-books prepared in a peculiar way which he describes. Mr. Garthwaite further does not approve of Barnard Smith's Arithmetic, and would have Arithmetic taught with regard to the requirements of the country. Also considers that the Grammar for this and the next lower class should not be of the "Lindley Murray" or "Bain" stamp.

5TH CLASS. *English.* Portions of Matriculation subjects. *Grammar.*—Bain's Grammar (large print). *Arithmetic.*—Generally. *Geometry.*—Euclid, Books II. and III. with easy problems. *Algebra.*—Simple Equations with problems. *Geography.*—Hughes' India. *Do.* Duncan's India. *History.*—Collier's (smaller one).	5TH CLASS. *English.* *Prose and Poetry.*—5th Reader (to be prepared). *Grammar.*—Bain for the present (a new Grammar to be prepared in English). *Geography.*—Clyde's Elementary Geography. *Geography.*—Duncan's Geography of India (revised). *History.*—A new Imperial History of India (to be prepared). *History.*—Collier's History of the British Empire (till a better one can be obtained). *Arithmetic.*—Barnard Smith and Bradshaw's Hand-book. *Algebra.*—Todhunter. *Geometry.*—Euclid.	Collier's History to be retained till a better History appears.	Mr. Kershaw thinks this should be a preparatory Matriculation Class studying the language subjects of the previous year. Mr. Garthwaite does not approve of Bain (*See* note against 4th Class, Upper Division).
6TH CLASS. *Languages.* Matriculation subjects and books. *Arithmetic.*—Generally. *Geometry.*—Euclid, Books I., II, and III. and problems. *Grammar.*—Bain's.	6TH OR MATRICULATION CLASS. Matriculation subjects in the Committee's report, by implication.		Mr. Marden would have one English Grammar only, and that for the 6th class. All the other classes, he thinks, should use the English Vernacular Grammar. Mr. Kershaw thinks the larger existing Histories of India should be used in the Matriculation Class.

OFFICE OF DIRECTOR OF PUBLIC INSTRUCTION,
MADRAS, 31st *July* 1874.

(Signed) E. B. POWELL,
Director of Public Instruction.

APPENDIX B.

Summary of the Committee's recommendations in regard to Vernacular Books.

The Committee's recommendations are—

TELUGU.

1. That the 1st Book of Lessons should be recast, and that certain lessons in it be replaced by others.

2. That the 2nd Book of Lessons should be thoroughly revised.

3. That the 3rd Book of Lessons should be thoroughly revised.

4. That a 4th Reader should take the place of the Brief Sketches of Europe. (It is to be noted that in the scheme of studies the Brief Sketches of Europe come before the 3rd Book of Lessons.)

5. That the Selections from Vemana should be superseded by an Anthology containing extracts chiefly from the best Telugu Satacams.

6. That the Nala Charitra should be retained, a few passages being altered.

7. That a School Dictionary should be prepared and published.

8. That Seshiah's Grammar, the Andhra Vyakaranam, and the Bala Vyakaranam should be given up, and that three new Grammars be prepared, one a Grammar for the higher classes, the next an advanced Grammar, and the third an elementary one. The two last are to be based on the first or highest Grammar.

9. That a Geography of Asia in preparation by Mr. Duncan should be substituted for the Manual of Geography, Part I., Asia.

10. That if Morris' History (Telugu) of India is retained, it should be entirely re-written.

11. That a new edition of Colenso's Arithmetic be substituted.

TAMIL.

12. That the 1st Book of Lessons should be recast and re-arranged.

13. That the 2nd Book of Lessons should be altered and improved.

14. That the 3rd Book of Lessons should be thoroughly revised.

15. That the Brief Sketches may be revised and used as a companion to Geography, but that, as a Reader, it should be replaced by a 4th Book of Lessons.

16. That the new Tamil Poetical Anthology should be retained and have a glossary attached.

17. That Pope's Grammar should be excluded from the 1st class at least, and that oral lessons should be substituted.

18. That Pope's Grammar, if revised, should be retained for other classes.

19. That Mahalingiah's Abridgment of Grammar should be retained.

20. That Savundranayagam Pillay's Abridgment of the Nannul be given up.

21. That the Nannul should be taught as a whole.

22. That a new and revised edition of Colenso be prepared and used.

23. That a Geography of Asia in two parts under preparation by Mr. Duncan be substituted for the Manual of Geography, Parts I. and II.; and that, if the Manual is to be retained, it should be thoroughly revised.

24. That a smaller and improved abridgment should take the place of Morris' History of India.

(Signed) E. B. POWELL,
Director of Public Instruction.

EDUCATIONAL DEPARTMENT.

Proceedings of the Madras Government.

Read Report of the Committee for the Revision of English, Telugu, and Tamil School Books in the Madras Presidency :—

(Here enter 17th March 1874.)

Read letter from the Director of Public Instruction :—

(Here enter 31st July 1874, No. 1,295.)

Order thereon, 3rd October 1874, No. 338.

The Government have perused with much interest the valuable and exhaustive Report submitted by the Committee, and have no hesitation in expressing their general approval of the conclusions arrived at, and which are in the main concurred in by the Director of Public Instruction.

2. Mr. Powell has forwarded a useful appendix showing the practical effect of the Committee's recommendations on the existing scheme of studies in English in Government Schools, and it appears that the preparation of the following new books should be undertaken at once :—

(a.) A series of six Readers—four consisting of prose only, and two containing both prose and poetry.

(b.) An English Grammar for the 3rd class written mainly in the Vernacular, and specially adapted to native boys.

(c.) An English Grammar—in English—for the three highest classes.

(d.) A History of India.

3. The Government consider that it would be unadvisable to delay action in this matter with the sole view of endeavoring to obtain uniformity throughout the whole of India, and resolve to direct that measures be taken at once with reference to the wants of this Presidency.

4. The plan of offering prizes to be competed for does not commend itself to Government, and the recommendation of the Committee that the work should be entrusted to one or more selected officers of the Educational Department seems in every way preferable. The proposal, however, that these gentlemen should be relieved of their ordinary avocations and prohibited from engaging in any other work will very materially add to the difficulty of selection and to the expense to be incurred, while it will probably be less agreeable to the officers concerned, and the Government consider that it will be better for the

present to lay down no definite rule on the point, but to leave it to the Director of Public Instruction to nominate the officers whom he would recommend for the work, and to submit at the same time, after communication with them if necessary, his proposals regarding the remuneration to be allowed, and the arrangements to be made for carrying out their ordinary duties.

5. The books should all be prepared in the manner recommended by the Committee; but, in the case of minor points on which definite instructions have not been laid down by them, much assistance will be derived from the reports of the Inspectors of Schools which will be printed along with this Order.

6. From Appendix A, submitted by the Director of Public Instruction, the Government gather that he proposes to have a new Manual of Grammar for the guidance of teachers in giving oral lessons in the first two classes. The Government are inclined to think that the Grammar in the vernacular to be prepared for use in the 3rd class will suffice for this purpose also, but will be glad to consider any objection that there may be to this course.

7. Besides the preparation of the new works above referred to, the Committee recommend the revision of Chambers' Moral Class Book and of Duncan's Geography of India. With reference to the former, however, it seems that its retention, even if revised, will be rendered unnecessary by the adoption of the Committee's recommendation for the preparation of a new series of six Readers. As regards the latter, the Director of Public Instruction will place himself in communication with the author and report on the subject.

8. The plan by which the Director proposes, in paragraph 4 of his letter, to give practical effect to the views of the Committee regarding the scheme of study generally should be put in force at once.

9. The recommendations of the Committee, in which the Director concurs, regarding the substitution of different text books on certain subjects for those now employed, should be given effect to as early as possible.

10. The Committee's recommendations in regard to Telugu and Tamil Text Books are summarized by the Director of Public Instruction as follows:—

TELUGU.

(1.) That the First Book of Lessons should be recast, and that certain lessons in it be replaced by others.

(2.) That the Second Book of Lessons should be thoroughly revised.

(3.) That the Third Book of Lessons should be thoroughly revised.

(4.) That a Fourth Reader should take the place of the Brief Sketches of Europe. (It is to be noted that in the scheme of Studies the Brief Sketches of Europe come before the Third Book of Lessons.)

(5.) That the selections from Vemana should be superseded by an Anthology containing extracts chiefly from the best Telugu Satakams.

(6.) That the Nala Charitra should be retained, a few passages being altered.

*(7.) That a School Dictionary should be prepared and published.

(8.) That Seshiah's Grammar, the Andhra Vyakaranum, and the Bála Vyákaranum should be given up, and that three new grammars be prepared —one a grammar for the higher classes, the next an advanced grammar, and the third an elementary one. The two last are to be based on the first or highest grammar.

(9.) That a Geography of Asia, in preparation by Mr. Duncan, should be substituted for the Manual of Geography, Part I., Asia.

(10.) That, if Morris' History (Telugu) of India is retained, it should be entirely re-written.

(11.) That a new edition of Colenso's Arithmetic be substituted.

TAMIL.

(12.) That the First Book of Lessons should be recast and rearranged.

(13.) That the Second Book of Lessons should be altered and improved.

(14.) That the Third Book of Lessons should be thoroughly revised.

(15.) That the Brief Sketches may be revised and used as a companion to Geography; but that, as a Reader, it should be replaced by a Fourth Book of Lessons

(16.) That the new Tamil Poetical Anthology should be retained and have a glossary attached.

(17.) That Pope's Grammar should be excluded from the first class at least, and that oral lessons should be substituted.

(18.) That Pope's Grammar, if revised, should be retained for other classes.

(19.) That Mahalingiah's Abridgment of Grammar should be retained.

(20.) That Savundranayagum Pillay's Abridgment of the Nannul be given up.

(21.) That the Nannul should be taught as a whole.

(22.) That a new and revised edition of Colenso be prepared and used.

(23.) That a Geography of Asia in two parts, under preparation by Mr. Duncan, be substituted for the Manual of Geography, Parts I. and II., and that, if the Manual is to be retained, it should be thoroughly revised.

(24.) That a smaller and improved abridgment should take the place of Morris' History of India.

11. The Government concur in considering that the conclusions arrived at by the Committee may be accepted, and the Director of Public Instruction will submit proposals for carrying them into effect in the same way as has been decided upon with regard to English Text Books. As the magnitude of the work is such that it can only be carried out gradually, the Government desire that the revision of the English books should have the precedence where the services of the same officer are required for both purposes.

12. In the concluding portion of the report the Committee recon.
mend the encouragem of the study of Sanskrit and of Physical
Science. Arrangeme ready been made for the establishment
of a y sorship ce in connexion with the Presi-
oposi lege Public Instruction may submit his
bjec , and the Director mentary text books on the
epa in detail for introducing Government are not
ask into the ordinary school course. establishment of
3. d for the present to devote any funds t
mphl t classes in Zillah Schools.
se i t is observed that the remarks contained in Murdoch's
the kin et are applicable in but a small degree to the books ant
recomm n Government Schools, and that any defects there may
14. T l therein alluded will be removed when effect is given to th
schools endations of the Committee as above approved.
much in hough only a portion of the books used in aided or private
connect have come under the examination of the Committee, there is
ment re the report which would be of great value to all in any way
selection d with educational work in the Presidency, and the Govern-
general solve to direct that the papers now considered be printed as a
15. T from the Government records and made available to the
now be public at a reasonable price.
Directo he revision of the Canarese and Malayalum Text Books should
nomina undertaken by local Committees in Canara and Malabar. The
16. I r of Public Instruction will be requested to submit a list of
the Pre tions for the purpose.
Commit n conclusion the Government desire to offer their than
they ha sident, Colonel Macdonald, and the gentlemen comp
17. A tee, for the very thorough and satisfactory manne
the ive carried out the work entrusted to them.
copy of the Report and of these Proceedings w
formation of the Government of India.

(True Extract.)